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ABSTRACT

The report of the independent evaluation of this EPDA Institute by the Southwestern Cooperative Educational Laboratory composed the body of this document. Several evaluation instruments were developed for pre-institute and post-institute administration: EPDA Geography Questionnaire, The Geography Content Test, and a History of Geography Test. A major concern of the Questionnaire was to assess the participants' expectations of the institute, to determine their needs and wants, to assess their perceptions of ethnic minority group youngsters, and to discover individual philosophical orientations toward education. In an on-site evaluation, they reviewed reports of the eight-day field trip, conducted interviews with participants, evaluated curriculum and curriculum materials, and examined final course projects. The participants perceived geography as one logical and important vehicle of instruction and communication in a combined social-behavioral science approach to teaching ethnic minority group students the interrelationships of men and the interactions of man and his environment. Summary statements on the organization and conduct of the institute are included, along with the evaluation instruments, and the pre-test and post-test analyses of how much and what was learned, and what attitudes and values were changed by the institute. (SBE)

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Director's Report

Regional Geography of the American
(Title of Program)
Southwest for Teachers and Trainers
of Teachers of Indians and Mexican-
Americans

June 9, 1969 to August 1, 1969
(Beginning Date) (Ending Date)

James M. Goodman, Associate Professor
(Director's Name and Title)

The University of Oklahoma
(Host Institution)

Norman, Oklahoma
(Location)

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# INTRODUCTION

The University of Oklahoma, Department of Geography, under grant award number OEG-0-9-461134-1867-725 conducted project number 461134, an EPDA Institute for the Regional Geography of the American Southwest for Teachers and Trainers of Teachers of Indians and Mexican-Americans. The Institute was conducted in an eight week period extending from June 9 to August 1, 1969. This document represents the program Director's Report.

The program of the Institute was designed to provide training in the regional geography of the American Southwest for trainers of teachers, administrators, and secondary (7-12) teachers of Indians and Mexican-Americans. All participants were selected from a four state area which arbitrarily defined the Southwest region; Arizona, New Mexico, Oklahoma, and Texas. Substantive studies in the regional geography of the Southwest included investigation of cultural, economic, and physical characteristics of the region. Also, the Southwest was considered in its relationship to adjacent regions of Mexico and the United States. In addition to the substantive studies certain transfer-translation activities were designed to accomodate the participants need for methods of presentation of the knowledge acquired in the Institute to their classroom activities. The projected output of the program in the ensuing academic year(s) was the development of instructional activities which could be utilized in the instruction of Indians, Mexican-Americans and/or Spanish-Americans students which might assist in their understanding of the region in which they reside.

There were seven specific goals developed for the program. These were:

1. To improve methods of geographic instruction in grades 7-12

as it is presented to Mexican-Americans and Indian students in Arizona, New Mexico, Oklahoma, and Texas.

2. To provide a basis for regional understanding of the American Southwest.
3. To provide a productive environment in which classroom teachers of grades 7-12, trainers of teachers, administrators, and Institute faculty could meet to exchange ideas for the improvement of content, methods, and goals to raise the quality of geographic instruction and to appraise the value of regional understanding.
4. To create a practicum for graduate students who are potential trainers of teachers and teachers of trainers of teachers in geography.
5. To demonstrate methods of instructional material preparation, specifically: (a) to develop written teaching units based on substantive materials presented in the Institute program; and, (b) to develop media materials such as maps, graphs, photographs, transparencies, and programed audio visual programs.
6. To acquaint the participants with library resources dealing with substantive regional geography of the Southwest.
7. To create a positive attitude toward geography as an academic discipline which can make a relevant contribution to the education of Southwestern Indian and Mexican-American and Spanish-American youth.

Certain of these goals could be stated in the form of program objectives; however, not all could be specifically measured within the limitations of the eight week program and the evaluation procedures utilized by this Institute.

## OPERATION OF THE PROGRAM

This section of the Director's Report concerns itself with program planning, participant recruitment, staff, orientation and communication, program operation, and evaluation of the program.

A. Planning. The planning phase of the program operation consisted of three elements. Initial planning for the program was conducted in April and May of 1968 and was developed primarily on the basis of conversations which the Director had with associates in geography and education at the University of Oklahoma. Originally the program was envisioned as a full year operation of inter-disciplinary nature involving the Departments of Anthropology, Geography, History, and the College of Education at the University of Oklahoma. Difficulities arose in connection with the staffing of such a program. Consequently a short term project was organized on the basis of providing basic studies in geography for teachers and trainers of teachers.

The second element of planning came after the initial grant (Planning Grant) was made in December of 1968. Two staff meetings (members of the staff of the proposed program were all in residence at the University of Oklahoma) were conducted in January and February of 1969 for the determination of desirable modifications of the original proposed schedule; and for the procurement of materials of both substantive and pedagogical nature for use in the program. There were several ensuing sessions with Institute staff in regard to the selection of participants and the finalizing of certain details of the program.

The third phase of planning concerned evaluation of the program. It was determined, at an early date, that any evaluation should place emphasis primarily on determining in-program modification and program planning for subsequent years. Since this was the first year of operation of the Institute for regional study of the Southwest a number of experimental designs were incorporated into Institute activities. The chief function of the evaluators was to determine which of these activities were desirable for inclusion in future programs and which should be modified or eliminated entirely. The independent evaluating agency selected was the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico. This Educational Laboratory concerns itself with problems of education of the Spanish-American, Mexican-American, and Indian populations within the same area from which participants in the Institute were drawn. In the section dealing with Evaluation the results of pre-Institute, post-Institute, and projected post-post-Institute evaluations will be discussed.

B. Participant Recruitment and Characteristics. Twenty-five participants were in attendance in the Institute. Eight were from the State of Arizona, five from New Mexico, five from Oklahoma, and seven from Texas. Of the twenty-five participants, five were women. Seven of the participants were between 40 and 49 years of age; eleven were between 30 and 39 years of age; and, seven were between 20 and 29 years of age. The oldest participant was 49 years old; the youngest participant was 22 years old.

Three of the participants could be classed as trainers of teachers; two of these were college instructors from Sul Ross State College, Texas, and one was a coordinator of social studies from the

Tucson, Arizona, Public School System. Four of the participants were either principals or assistant principals in 7-9 grades. One participant was a department chairman and will assume a position as assistant principal in the post-Institute period. Eight of the participants teach in classrooms having majorities of Indian students. Twelve of the participants teach in classrooms having majorities of Mexican-American students. Three of the participants teach in classrooms having mixtures of Indians and Mexican-American or Spanish-American students.

Due to the rather high degree of specialization of the subject matter of the Institute and the restricted geographic area from which participants were drawn, communications with potential applicants for the Institute became a critical problem. Approximately 1700 brochures were mailed to public school superintendents within the four state area. Notices regarding the Institute and sources of information from which application blanks could be gained were circulated to newspapers within the area. Letters were also written to the district offices of the Bureau of Indian Affairs and letters were sent to the presidents and/or deans of most of the teacher training institutions (colleges) within the Southwest. In response to these forms of announcement of the Institute, 380 requests for application forms were received. A good number of these requests were from teachers outside the area. Within the four state area only 64 applications were received. From the 64 applications some 25 participants and 15 alternates were selected.

Needless to say the Director and staff of the Institute were quite disappointed at the response to the announcements of the program. It is believed that three factors were generally responsible for the poor response: one, the late announcement of Institute programs for the summer of 1969; two, most trainers of teachers have made summer plans certainly by November or December of the year preceeding the summer program, hence the poor response received from trainers of teachers; and three, the rather apathetic nature of the administrators who received announcements of the program and their ineffective means of announcing the program to members of their faculty.

The difficulty of recruiting trainers of teachers was anticipated by the staff and to this end active recruitment policies were followed. These policies resulted in the recruitment of two teams of trainers of teachers, administrators, and classroom teachers. One of these teams consisted of four men from the Tucson, Arizona Public School System consisting of the coordinator of the social studies for the system, a vice-principal, a department chairman, and a classroom teacher. A second team was recruited from the Alpine, Texas area and consisted of two college instructors from Sul Ross State College, two principals for the Alpine, Texas Public School System, one consultant on Mexican-American education, and a junior high school teacher. It was anticipated that a multiplier effect would be achieved by bringing in teams of individuals from the same school system or same area, so that upon their return to their respective positions after the Institute closed they would be able to communicate with one another and carry out team objectives such as in-service training and coordinated classroom programs. Although the results of the latter will not be known for some time, expectations are high that some in-service training projects can be organized by Institute participants for this fall and/or the summer of 1970.

C. Staff. The Institute staff, with the exception of one change, remained the same from the proposal writing stage through the execution of the Institute. One senior member of the staff, due to the nature of his sabbatical leave during the academic year 1968-69, requested to be relieved of duties during the summer of 1969. The division of duties among the staff members essentially were that of substantive instruction for the two senior staff members, Drs. Hoy and Doerr, and transfer-translation media instruction being delegated to the junior staff members. The junior staff members, Messrs. Elam, Hodgman, and Sieve, are regular graduate students within the Department of Geography; each has a strong and sincere interest in geographic education. One of the program goals was that the Institute program was to serve as a practicum for these individuals. The contributions these three men made to the success of the program were great indeed; quite frequently they engaged in a form of team-teaching with the senior staff members. Generally the staff was extremely well integrated and no problems resulted in communications between the Director or the staff members.

Several visiting lecturers were utilized in the Institute program. Generally, the success of these individuals varied tremendously. Two lecturers, both with expertise in the area of problems of working with Indians and Mexican-American students, were extremely well received. On the other hand some substantive orientated lecturers were very poorly received. The general consensus of the Institute participants was that time devoted to visiting lecturers could have been more effectively utilized by the residence staff.

Some problems were noted in staff orientation to the objectives and goals of the program. These could probably be eliminated in future sessions by a much closer supervision of individual staff presentations. Probably a greater number of philosophical discussions of program objectives in the pre-Institute program would also help.

D. Orientation and Communication. Weekly staff meetings were conducted during which a review of the week's activities and a preview of the following week's activities were analysized. Several in-program modifications were made. Staff members were quizzed as to their reactions to the participants and their evaluation of the effectiveness of the program to that particular point. Junior-senior staff interaction was relaxed, informal, and effective. The acceptance of the junior staff by the senior staff as equal partners in the instructional activities of the program was particularly good.

The Director held several Director-participant conferences during which small groups of participants met with the Director and critiqued the program to that particular point. The Director also utilized these occasions to attempt to sense areas in which the program could be modified currently to be more effective and also to determine activities and content that would be more effective in ensuing years' programs. The approach to these sessions was largely one that the Institute this year was experimental in nature and therefore weakness and strengths needed to be identified and constructive criticism offered. The Director attempted to be extremely open and frank with the participants and to convey the notion that he was an equal partner with the participant as well as the faculty of the Institute in the quest for the improvement of education in the subject matter field of the Institute. Based on four past Institute experiences it is firmly believed that the openess which the participants displayed with the Director this year was better than in any preceeding year. A great number of excellent ideas came out of these sessions.

E. Program Operation. Relatively few modifications were made in the original daily schedule which was submitted with the proposal for an Institute (it is assumed that the reader has a copy of such at hand). The attached weekly schedules contained in the newsletter of the Institute, "The Roadrunner," contain the daily schedules.

Five kinds of instructional activities were utilized in the program. First, most of the substantive content was presented in lecture-discussion periods extending over a three hour bloc. An average of three to four of these periods were presented each week. A second instructional activity was the seminar-workshop during which transfer-translation activities were considered. Heavy stress was placed on media, particularly visual materials. Considerable attention was given to the preparation of visual materials. Generally the group of twenty-five participants was divided into small subgroups of five to ten members each for these activities. Consequently a great amount of personal attention could be given each participant by the three or four staff members involved in these sub-sessions. A third teaching activity was the field problem. Two of these were conducted: the first field problem concerned the preparation of large scale maps with emphasis being placed on the development of a knowledge and ability to use scale and symbology; a second dealt with the use of aerial photographs in the field and aerial photo interpretation in the classroom. A fourth teaching activity was the field trip. An eight day field trip was conducted during the sixth and seventh week of the Institute and proved to be highly successful. Concepts and knowledge presented in the classroom in the pre-field trip period were illustrated and brought to life by observations made during the trip. An added instructional component of the trip was the requirement that each participant accumulate a graphic record of the trip via tape recorder and camera. This activity tied in nicely with the media materials, concepts, and methods presented in the seminar workshops. At the conclusion of the field trip each participant presented a ten minute programed slide/tape show to illustrate the nature of the field trip or some topic which he wished to emphasize based on a collection of data while on the trip. This activity was very successful; many ideas will be carried back to the classroom and utilized. Most participants are convinced that field trips are a valid and meaningful form of instruction.

The amount of structured and unstructured time scheduled in this Institute forms an interesting comparison with other Institutes directed by the author of this report. In a general way the structured time in this Institute was quite heavy. Relatively little time was left free during the time period of 8 a.m. to 5 p.m. daily. Consequently, most individual independent work had to be accomplished either on the weekend or in sessions in the evenings. The Director detected very few criticism of this amount of unstructured time. Very few criticisms were detected from participants regarding being overworked. In past years criticism of too much structured time was rather great. Perhaps the fact that the student-participant faculty ratio was rather low this year meant that the participants were exposed to a frequent change of faculty members and became less fatigued by contact with relatively few individuals. One additional factor which bears noting is the fact that no emphasis was placed on grades this year. Each participant was guaranteed a satisfactory mark ("S") in transcript record as long as they attended each session and contributed to the activities of the Institute. Consequently there were several expressions of appreciation for removal of academic competition and the generation of a more relaxed atmosphere.

Some problems did develop with certain participants. These were unforeseeable in the selection process, although they were not serious nor did they seemingly damage the moral of the program - they were a nuisance to the Director. For example, excessive drinking on the part of one participant led to some on-the-job drunkeness. Another problem is one which every Institute Director must face, that of the professional Institute bumb who enjoys the free ride, knows what consistitutes a minimum amount of work, and yet enjoys exploiting the situation for their own amusement.

F. Evaluation. In the proposal for this Institute it was projected that an independent evaluation would be made by the Southwestern Cooperative Educational Laboratory from Albuquerque, New Mexico. This Laboratory supplied one of their staff involved in tests and measurement as the chief evaluator. In addition, Professor Lorrin Kennamer, Dean, College of Arts and Science, Texas Technological College, Lubbock, Texas, was engaged as the content matter evaluator. The report of the independent evaluation is included in the body of this section of the Director's Report.

In structuring the evaluation a pre-test and post-test were conducted.based on questions prepared by Dr. Paul Liberty of the

Southwestern Cooperative Educational Laboratory and the residence staff of the Institute. Some of the questions were contend oriented, the majority dealt with aspirations of the participants and in the affective domain, i.e., attitudes toward education of Indians and Mexican-American children, attitudes toward geography, attitudes toward education in general. The Director instructed the evaluators to determine those points of strength and weakness within the program which could be utilized for future program planning and execution.

A proposed third evaluation to be conducted some time during the winter of 1969-70 and which will involved on-sight observation within selected participants' classrooms is planned. The findings of this evaluation will be presented to the U.S. Office of Education as a supplement to this Report. The following section presents the preliminary evaluation report made by the independent evaluation. This report is not abridged; it is presented as received.

## PRELIMINARY EVALUATION REPORT: EPDA GEOGRAPHY INSTITUTE

Preliminary Evaluation Report on the Geography Institute held at the University of Oklahoma, Summer 1969; Dr. James M. Goodman, Director. The Evaluation was performed by the Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, under contract, with support given by the Measurement and Evaluation Center, The University of Texas at Austin.

Principal Evaluator: Dr. Paul G. Liberty, Jr., Associate Director, Measurement and Evaluation Center, The University of Texas, Austin, Texas, formerly Deputy Director, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico.

Associate Evaluator: Dr. Lorrin Kennamer, Dean, Arts and Sciences, Texas Tech University, Lubbock, Texas.

## Background

During the summer of 1968, the Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, was asked by Dr. Goodman to examine a copy of a preliminary proposal on a geography institute to be held, if funded, at the University of Oklahoma during the summer of 1969. The Laboratory agreed to serve as independent evaluator. When the proposal was approved and funded, the Laboratory and Dr. Goodman, Institute Director, reinitiated contact during April 1969. Dr. Paul Liberty of the Southwestern Laboratory agreed to serve as principal evaluator and communication ensued to implement evaluation proceedings. Dr. Liberty was involved in the overall assessment of Institute effectiveness, including testing and research design considerations. Dr. Lorrin Kennamer, Dean of Arts and Sciences at Texas Tech University, agreed to serve as associate evaluator being primarily concerned with evaluation of the quality of geography content, materials, and instruction in the Institute. Dr. Kennamer is a widely-known geographer. More detail on evaluation strategies will be presented subsequently in this report, however a dual-independent approach was followed with Drs. Kennamer and Liberty pursuing largely independent, but overlapping, evaluation purposes. The final report will include separate statements by the two evaluators and a consensus evaluation as well. The "independent" approach was adopted to afford multiple observations, something which is frequently missing where evaluators are assigned to look at narrow parts of a project. Both evaluators examined the concept and conduct of the Institute and talked to some of the same Institute participants to check on the reliability and validity of the reports obtained from Institute participants and also on the perceptions of the evaluators. The following sections of the report focuses more on specific events and procedures. Inasmuch as Dr. Liberty was involved in the project evaluation almost from its inception, the initial comments to follow are his effort to trace and make current the evaluation process.

Signed:

DR. PAUL G. LIBERTY, JR., Ph.D.
Principal Evaluator

## Preliminary Evaluation Statement

### by Paul Liberty

Initial contact. I was impressed with the ambitiousness of the proposed Geography Institute upon initial reading of the proposal during April or May 1969. The necessity for improving the quality of geographic instruction in the junior and senior high schools, especially for ethnic minority group youngsters, was quite obviously a major geographic educational need in the Southwest. In a survey of twenty-five undergraduate and graduate students and faculty members at the University of Texas, the respondents were unanimously in agreement on the "dullest and most useless course" they had had in junior-senior high school. It was geography!

To make geography more interesting and useful and relevant to Mexican-American and Indian pupils, and as a vehicle for instilling cultural pride in this pupils, and to train teachers of diverse teaching backgrounds and varied academic preparation to teach geography and to work with their pupils to promote regional pride, all these things taken together represented a useful and intriguing undertaking.

My initial reaction was that it was a very broad leap - from the teaching of geographic content and methodology to Institute teachers to training of teachers to promote cultural awareness and more favorable self and ethnic images among the Mexican-American and Indian students. It seemed reasonable to ask where cultural awareness would be stressed or taught in the Institute and who would do it. Since the Laboratory had some expertise in developing ethnic programs built around an understanding of ethnic characteristics, utilizing sociological and cultural anthropological and social psychological approaches, it was suggested that possibly several members of the Laboratory staff might present useful information and strategies on how to teach ethnic minority group pupils, providing a tangible vehicle by which to utilize geographic concepts to affect the attitudes and feelings of the teachar about the pupils and the pupils about themselves. Based upon Laboratory experiences, telling teachers what to teach is frequently much less important than teaching them how to teach with the material at hand and with the psycho-cultural and social characteristics of the children in mind. Noting a need in the cultural geography area, Dr. Goodman added two Laboratory staff members, Mr. Edward Casavantes, child and social psychologist, and Mr. Willard Bass, Indian education specialist, as lecturers. Dr. Gene Shepherd of the University of Oklahoma College of Education also spoke on Indian education. This cultural emphasis gave important breadth and diversity to the Institute, a point which will be elaborated upon later in this report. (Dr. Goodman has already begun planning a vitally important extension of the 1969 Summer Institute, an extension that explores greater psychological-sociological-anthropological elaboration of this cultural theme.)

Test development and test construction. Based upon readings of the complete proposal, examination of proposed instructional content, and discussions with Dr. Goodman and some members of his staff, several evaluation instruments were prepared. I prepared Exhibit A, EPDA Institute in Geography Questionnaire. Members of the Institute instructional staff prepared content tests over various geographical content areas. Both instruments were pilot tested on a few graduate students to assess understandability of the items. Scoring schemes for both instruments had to be developed, particularly for the EPDA Geography Questionnaire where the items were specifically developed for this Institute, although some items from the Authoritarianism (F-scale) Scale and Strodtbeck's Value Achievement Scale were incorporated into the Questionnaire. A major concern of the Questionnaire was to assess Institute participants' expectations of the Institute, since it seemed quite likely that a wide range of expectations might exist on the basis of Institute announcements. Since the goals of the Institute seemed quite broadly defined, there was the need to determine what the needs and wants of the individual participants were in order to determine, in the evaluation, which expectations were met or were unmet. Future planning made this step even more imperative than merely examining the results of the 1969 Geography Institute. An attempt was also made in the Questionnaire to assess participants' perceptions of ethnic minority group youngsters and to see how these may have changed during the Institute. Also, it was believed that knowing some of the characteristics of the participants might be helpful in understanding the results. Both the EPDA Geography Questionnaire, The Content Test, and a History of Geography as well, were given pre and post administrations to evaluate change.

Results of the testing will be cited later. (Exhibit B is the Content Test and Exhibit C is the History examination.)

On-site evaluation. Since my major interests and expertise were concerned with psychological and sociological areas, and tests, evaluation, and research design and analysis considerations, it was felt that a Curriculum Specialist in Geography should be included on the evaluation team. It was mutually agreed, between Dr. Goodman and myself, that Dr. Lorrin Kennamer, a noted geographer and Dean of Arts and Sciences at Texas Tech University, would be asked to look at the content of the Institute, the quality of instruction, the quality of the learning experiences as compared with other programs, and the quality of products developed. Intensive examination of the curriculum materials, term projects, and interviews with Institute participants was planned by Dr. Kennamer. The intent was for Dr. Kennamer and myself, working independently from different approaches, to objectively seek information on the importance and success of the Institute.

I supplied Dr. Kennamer with copies of the evaluation instruments. Dr. Goodman sent Dr. Kennamer the basic Institute proposal and other background literature on the intent and scope of the Institute.

The pretests were administered during the first week of the Institute, with the exception of the History pretest which was given about a week later at the beginning of the history lectures. These tests were scored by myself and staff members of the Measurement and Evaluation Center, The University of Texas, Austin, Texas, where I had assumed the position of Associate Director, after leaving the deputy directorship of the Southwestern Cooperative Educational

Laboratory in early June 1969. Copies of those parts of the Institute Questionnaire dealing with perceptions of geography, its role in education, in meeting the needs of ethnic youngsters, and the Institute participants' expectations of the Institute, were made and sent to Dr. Kennamer. Also, Dr. Goodman was supplied with a xeroxed set of the same material for his scrutiny. This procedure allowed Dr. Kennamer and myself to be "completely phased-in" as regards the development of the Institute. Subsequently, I prepared an evaluation guide (Exhibit D) which presented twenty-four, not mutually exclusive, points which Dr. Kennamer and myself were to consider in evaluating the Institute. The concern here was not so much that each item would be separately answered, but rather that a set be developed to perform the evaluation that both of the evaluators would share. It was also hoped that the itemization would prove useful to Dr. Goodman and his staff in making their own assessment and in planning for the Summer 1970 Institute.

The role of the evaluators, as defined by the evaluators to the Institute staff, was to obtain as much information on the Institute and the participants as possible and to make this available to the staff. The concern here was to work with the staff and the participants to assess what was liked, what things went well, and what other things might have been presented or improved. The concern was to supply feedback to the planners and the supporters of the Institute for the purposes of improving or refining or elaborating or extending subsequent Institute offerings. In discussions to date between the evaluation team and Dr. Goodman and the Institute staff, there is very considerable agreement on points discussed. The rapport and cooperation between evaluation team members and Institute staff has been extremely cordial and it is hoped that the evaluation will be of utility to the Institute staff, who were rated by participants interviewed by me, 11 in number, as extremely untiring and dedicated to the mission to make geography meaningful and alive in the classroom, and pertinent to the entire study of man's environment and his interrelationships with that environment. Probably no point was made more poignantly and repeatedly by Institute participants in discussions with Dr. Kennamer and myself, and it must be mentioned at this point for emphasis before other comments are made on the Institute.

The on-site evaluation was conducted during the last week of the Institute, with both Dr. Kennamer and myself on board. We reviewed the reports of the field trip, heard narrative descriptions of the field trip presented by members, and conducted interviews with Institute members. Dr. Kennamer visited with staff on curriculum and examined curriculum materials and looked at the final course projects of the Institute members. He also talked to Institute members on their term projects. In addition, I examined posttest data, which had been collected, and conducted individual and small group interviews where various types of members were asked questions about the Institute and were invited to express their likes and dislikes. Institute members, or participants, were chosen for their rated (by staff) positiveness, negativeness, neutrality, and lack of agreement between raters. I asked the Institute staff to make such ratings for me. In addition, I selected some others who had been described by some staff members "as slow starters," and made a couple of random selections. There seemed to be about five Institute participants who were slow starters or negative as rated by staff. Before the interview sessions began I noted each interviewee's expectations of the Institute as stated on the pretest questionnaire, whether he/she was a teacher or administrator, whether interviewee had taught geography previously, had come to Institute in a group or singly, and whether pupils taught were primarily Mexican-American or Indian.

Results of on-site visitation. The next section of this report presents the principal points uncovered during the two-day site visit. These findings are based upon: reading the proposal, reading the bulletin announcing the Institute, reading the personnel files of each of the 25 Institute participants, examining the ratings made by staff members along the dimensions of positiveness vs. negativeness, examination of pretest data, particularly expressions of "what I hope to get out of the Institute," comparison of expectations of all Institute participants and Institute staff members, comparisons of participants' expectations with statements of purpose in basic proposal and bulletin, participants' assessment of field trip experience, participants' statements during interview and group sessions, and examination of course data as supplied by Institute participants. (Analysis of posttest data and comparison of posttest performance with pretest performance will be supplied later after scoring and computer analyses have been performed. Also, Dr. Kennamer's report, covering examination of curriculum, curriculum materials and processes, and term projects, as well as other Institute facets, will be forwarded in a separate report.)

The following points are cited, without regard to any ordering procedure:

(1) An examination of Institute participants' expectations revealed a very broad range of expectations. Approximately 25

differing expectations were found, possibly collapsing into nine broad categories (see Exhibit E). The indication from this cursory analysis was that the Institute would be hard-pressed to meet the diverse expectations of the participants. This, in fact, proved to be the case on the basis of the interview and group sessions. Participants expressed a considerable interest in obtaining cultural information on Indian and Mexican-American pupils. Also, there was a "people-orientation" or a "student orientation" along with the expected emphasis on geographic content, process, and methods. Many participants expected information on how to teach ethnic minority group children, desiring ways of teaching or presenting geographic information in culturally-appropriate ways so that youngsters would learn better and feel better about themselves and their heritages. The proposal and the announcement bulletin allowed for a certain ambiguity on this point. Actually, physical geography, broadly considered, was the principal focus of the Institute, I believe, and not cultural geography. At any rate, it is fair to state that Institute participants were divided between physical geography vs. cultural geography, people-orientation vs. content-orientation, and how to teach ethnic minority group youngsters vs. what to teach such youngsters.

Institute staff members, while not overlooking the cultural emphasis, found it necessary to emphasize the content, process, and methods of geography in a short eight-week session. It was believed by them that the Institute participants would be able to take the concepts presented and adapt these to their particular situations. The adaptation of content and materials was to be accomplished by the participants according to the Institute staff, while the participants expected to be told how to adapt geographic concepts to do a better teaching job with ethnic minority group pupils. Future Institutes might include more specific learning and behavioral objectives to assist prospective Institute participants in deciding whether or not to seek acceptance at the Institute.

(2) Participants comments on the field trip experience were very favorable and appreciative, although very exhaustive. The field trip was certainly the high point of the Institute, with participants citing the importance of the well-planned itinerary by Dr. Goodman, the depth of the pre-trip indoctrination by the Institute staff, the usefulness of the bus loudspeaker in calling attention to various landforms and other items of information by Dr. Hoy and others. Detractor comments, deriving from participants interested in cultural geography and people of the region were too little time to study people of region and to visit with them and to live with them. For these people in particular, home visitations and interviews with Indians were very important to understand their perceptions of the world and their patterns of life on the reservation. The importance of the field trip and the people-sessions were repeatedly emphasized by all Institute participants, although the members with a greater cultural understanding-orientation would have preferred much more time for cultural contacts.

(3) Participants expressed much appreciation for audio-vidual training received in the Institute. All members interviewed indicated that they would be much better prepared now to present materials to their youngsters and be better prepared to develop entire series of presentations along ethnic lines. Most of the participants had ideas they wished to implement, but did not have the media expertise to

accomplish this.

The slide presentations of the field trip were good opportunities to utilize newly-acquired media skills. The presentations, themselves, were physicalistic and touristic, being generally unimaginative. Exceptions were: presentation on the importance of water, contrasting regions and landforms in the presence and absence of water; and presentation on the "faces of the Southwest," a closeup facial portrayal of the peoples of the Southwest. A greater effort to develop theme lines would make media presentations more interesting and useful, thereby getting rid of typical tourist photographic art. This recommendation in no way detracts from the many comments of appreciation from teachers who said they now knew how to operate cameras, use projectors, prepare slides, and develop a variety of materials for school use.

(4) Participants reported in engaging considerable discussion among themselves following their interviews with natives and the home visits among Pueblo Indians. At least 75% of participants interviewed reported a desire to have more time to relate to each other and to get to know what other Institute participants are doing. The Institute schedule was so demanding and consuming of time that the desired interaction did not occur. Generally, individuals did not know that there were both principals and teachers in the Institute and that several members came from the same school. Participants were not housed in a single facility and this too reduced time for informal interaction. Participants generally felt that they would have benefitted from knowing what other people were doing.

(5) Participants felt that the Institute was well-organized and that an abundance of material was available. About 50% of the

interviewees mentioned the existence of the resource library assembled by Dr. Goodman as very helpful to them in their work. The availability of materials on a variety of topics in geography, including cultural geography, and the availability of Institute staff members for consultation were repeatedly cited by participants. There was unanimously favorable commentary on the dedication of the Institute staff, regardless of the various modes of questioning or information-acquisition utilized by the interviewer.

(6) During the interviews and group sessions, it became apparent that a number of individuals had become "tuned out" rather early and that there had been a degree of frustration on the part of participants and that this frustration spread to the staff as well. About five Institute members indicated to me that they were disappointed by the straight geography emphasis, by which was meant "no cultural geography or teaching application." Perhaps two members took four weeks or so to become adapted to the course of the Institute instruction. This problem clearly refers back to the matter of divergent expectancies of some participants as related to expectancies, or goals, of the Institute staff. They found that they were not getting what they came for and became frustrated. The Institute staff observed this phenomenon. According to the interviewees, Dr. Goodman astutely held general sessions explicating the purposes of the Institute, stating that considerations of promoting regional pride of ethnic youngsters through the teaching of geography would not be emphasized and that teaching strategies for ethnic youngsters would depend upon the adaptive skills of individual participants. Participants would not get ways and answers, but would be shown and taught alternatives and concepts to accomplish possibly some of their goals with ethnic

youngsters. This move "cleared the air," and brought new perspective to the Institute. Application of geographic principles into the cultural domain, into better teaching strategies, into cultural information packages could not be accomplished by the Institute staff in an 8-week Institute. I view this move by Dr. Goodman as a very crucial step in the Institute process. This "clarification" and subsequent cultural sessions where psychological-sociological aspects of ethnic groups were discussed brought the Institute to the point where there was something for everybody.

Institute participants and Dr. Goodman and his staff all mentioned the possibility of expanding the cultural contact experiences in subsequent Institutes. A remarkable 80% of the Institute participants essentially volunteered to participate in a second Institute, stating that they now had a wealth of geographical knowledge and that they would benefit mightily by a cultural application of what they learned in the present Institute. There was a need for both the theoretical and the applied, the content and the cultural contact, the physical-historical geography and the cultural-behavioral geography. Whether Dr. Goodman and his staff elect to form a new Institute group and combine the approaches mentioned above, or to retain a goodly core of members from the present Institute for the 1970 institute, it is an intriguingly interesting notion to utilize geography as a vehicle of instruction and communication in concert with the other social sciences for ethnic minority group youngsters. This combined social-behavioral science approach, utilizing sociologists, cultural anthropologist, historians, social and learning psychologists, figures to be the most fruitful approach to teach students the interrelationships of men and the interactions of man and his environment.

(7) Unanimous expression of the Institute participants interviewed acknowledged the contribution of Mr. Edward Casavantes to the Institute. Mr. Casavantes spoke on psychological applications to the classroom and on the issue of social class versus ethnic considerations in teaching disadvantaged youngsters. Mr. Casavantes, of the Southwestern Labaoratory, stated that "ethnic" traits are usually social class characteristics and not ethnic at all. The "Cultural of Poverty" is said to produce a common set of characteristics, traits, and values, regardless of race or ethnic grouping. The Mexican-American teachers in the Institute agreed that characteristics usually attributed to Mexican-Americans (live for today philosophy, extended family system, etc.) are typical of lower social class and not Mexican-Americans in general. This notion seemed to be accepted by all the dozen or so members interviewed.

The panel discussion on problems in Indian education featuring Mr. Willard Bass of the Southwestern Laboratory and Dr. Gene Shepherd of the University of Oklahoma was highly rated by Institute participants also.

(8) On other topics of instruction, a sizeable majority of Institute members liked the historical presentations, but expressed a concern that these lectures could be made more topical in regard to the Southwest. Dr. Doerr and Dr. Goodman were cited for their broad societal viewpoint. Dr. Hoy was cited for his insistence upon the "why's and how's" --getting people to think. Mr. Elam and Mr. Sieve were also cited for "dedication beyond the call" by members interviewed.

(9) Final projects in course were intended to become parts of

instructional packages to be further developed at home schools. About 50% of interviewees indicated that they had been waiting for some time to develop certain lesson materials but that they did not have the time previously to do so. For them, the Institute afforded both time and a better quality product through the media training they received. Another 50%, approximately, indicated that some teachers in their home schools had been interested in promoting a social sciences program and that geography was now seen as the way to pursue some program development. I encountered rather elaborate schemes to return home to implement program development. However, it remains to be seen whether this enthusiasm and planning can be sustained under the pressures of the normal teaching and support load required of teachers. The Institute Staff intends to see whether these projects newly-begun are further pursued at home bases. Trips to the participants' schools will provide not only important evaluative followup but also vital consultant followup. Dr. Goodman and his staff are committed to seeing the concepts taught in the classroom of the Institute carried out away from the Institute. The decision to bring in a group of Institute participants from one school may be found to play an important role in getting a geography or social science program implemented in the home school. I was pleased to see that a number of teachers had come to the Institute with the encouragement of the school administration to build a subsequent program at the home school. The followup evaluation-consultation contact should provide useful information on what it takes or who is likely to apply what is taught in institutes. As we know so well, the old saying of "out of sight, out of mind" all too frequently applies to institute participants. The followup is the important thing along with the pledged approval and cooperation of the school administration in continuing the work of the Institute in the home school.

(10) Institute participants did not perceive any difficulty deriving from the presence of administrators, public school and college teachers, and groups of individuals from a single school or college. There was no particular boon noted by the presence of these individuals with differing background and no particular disadvantage either. The participants report not knowing who was what from where because of the time pressures demanded by the Institute. This point was noted earlier in an expressed desire by participants for greater interaction-with-each other time.

(11) The decision by the Institute staff to avoid the assignment of letter grades in favor of "pass-fail" notations was roundly approved by the participants interviewed. This move took away the element of competition and cleared the decks for getting on with the work, according to the participants. On the basis of my involvement in a number of Institutes held by or in connection with the Southwestern Laboratory program, the elimination of the evaluative component in institutes serves to promote a work-orientation and greater intra-group cooperation.

(12) Institute participants expressed a greater understanding of geography and a greater appreciation of its role, both in the public schools and social forces or developments outside of the classroom. The majority of Institute participants were not knowledgeable in geography before the Institute, but felt subsequently that geography was more important than history in the public school curriculum and that geography should be combined with history to make a better social science course in schools. Geography was seen as a

vehicle for accomplishing a range of social objectives, such as multicultural awareness and understanding, pride in cultural heritage, and in understanding and working in the "living environment" that is land and people.

(13) Institute participants did not think that they could have gotten as much geography by taking usual courses at colleges or could have gotten as much appreciation and understanding of a "living geography" as they did in the Institute. The Institute was perceived as flexible also, so that each member could work on those projects that interested him most. The Institute staff was readily available to provide personal and specialized assistance. Even for those Institute participants who desired or expected more cultural information on peoples of the Southwest, people contact, social-behavioral principles to understand ethnic minority group youngsters, and ways to teach such youngsters, there was the perception of geography as a logical and important vehicle to accomplish socio-cultural objectives.

The foregoing statements are general summary statements on the organization, conduct, importance, highlights, and other developments of the University of Oklahoma EPDA Institute in Geography. A later report will comment in detail upon the quality and utility of Institute instruction and materials. This report will be authored by Dr. Kennamer after study of the curriculum from a geographer's point of view. Another report will be concerned with the effects of pre and post testing, assessing how much and what was learned and what attitudes and values may have been modified by the Institute. Some findings of the pretest data are presented below (see Appendix F).

Pretest results. Table 1 shows the average importance ratings on three sub-parts of the Content Questionnaire. Table 1A cites the rankings of importance of study areas within geography. The study of landforms and population numbers are rated as the two most important study areas. Cultural geographical study areas, such as cultural diffusion, Sequent Occupance, and Functional Organization are rated 5th, 8th, and 9th. Foreign trade is seen as least important. It will be interesting to examine posttest data to see if a "living environment" theme in the Institute modified these perceptions.

Table 1B presents the average importance ratings and rankings of economic factors in the Southwest. Factors related to agriculture (water, grazing, irrigation-agriculture) were rated highest with natural gas and petroleum next highest and tourism and military activities as third most important grouping. Air pollution was seen as the least important economic consideration, while water was the most important economic consideration.

Table 1C presents average importance ratings and rankings of cultural factors in the Southwest. Some of the items listed, such as happy, witty, shameful, etc., are not factors or entities but rather descriptive adjectives. Two interesting clusterings of the highest and lowest rankings occur, indicating the perceptions (and attitudes) of the Institute participants. At the most important pole there are found Roman Catholic, Mexican-American, conservative, Spanish language, open-friendly-outgoing personality, prideful, poverty, and clean. At the less important pole, we find dirty, Liberal, Chicanos, slow-dull-ignorant, shameful, sad-unhappy, Red Power, Black Power, and Agnosticism. It is also interesting that the term Chicanos is given a low importance rating while Spanish-American and Mexican-American are given high importance ratings. Either "Chicanos" has a negative connotation in fact, or the respondents did not know what Chicanos was, a possibility which seems more likely since some respondents skipped the item or placed question marks alongside the term.

Table II presents the scores of the Institute members on the pretest Geography Content Test subtests. Institute participants generally were able to answer about 50% of the items, with map reading being the most difficult test in terms of number of correct answers.

Table III is based upon the "Orientations to Education" Questionnaire. Institute members were asked to rank order the four orientations as they themselves feel about each one, then how 7-12th grade youngsters of Mexican-American background, Indian background, Anglo-Middle Class, and Anglo-Lower Class backgrounds would feel about each orientation. Institute participants, probably middle-class in orientation, choose Philosophy C, "well-rounded academically and socially," as most preferred, then Philosophy A, "Occupational," then B, "Academic," and finally D, "Self-identity." Interestingly, all groups except Indians were perceived as favoring Philosophy C, including the Anglo lower-class youngster. Indians were seen as favoring orientation A, occupational preparation. The teacher-institute group perceived Anglo Middle-Class youngsters to be most like them, a not unexpected finding. However, the teacher-institute group was very similar on the A and B orientations, indicating that they were indeterminate in preferring occupational and academic philosophies. On the other hand, they saw Anglo Middle-Class youngsters as quite clearly choosing academic over occupational orientations. There seems to be greater concern among the Institute members that education should be undertaken with the world of work in mind and not so much concern with the development of the intellect per se. Perhaps the greater occupational concern reflects the experiences of age or that the recollections of the depression are quite strong in the Institute group.

Table IV takes the rankings of Table III and transposes these to determine how the five groups rank on each of the four orientations or philosophies. Thus, Table IV presents across-group comparisons. For example, the group ranked highest on Philosophy A (occupational) was Mexican-American, on Philosophy B (cultivation of the intellect) Anglo Middle-Class, on Philosophy C (well-rounded) the Institute participants, and on Philosophy D (self-identity seeking), Indians. The Anglo Lower-Class was ranked high on both philosophies A and D. The purpose of this section was to examine if the Institute participants saw groups of ethnic minority group youngsters as being different in their educational orientations. Some differences were noted and it should be added that Mexican-Americans got almost identical ratings (and the same ranks) as Anglo-Lower-Class youngsters. Indian youngsters were perceived unlike other groups in their orientations. Some additional analyses will be accomplished when the posttest data is available, however the indication emerges that a tendency exists to confuse ethnic characteristics with social class characteristics. Some of the Institute instruction were concerned with distinguishing ethnicity and social class considerations--all too frequently Mexican-Americans are viewed as lower-social class. There are, of course, middle and lower class Mexican-Americans, but often Anglos perceive only a single set of "ethnic characteristics" which is unfortunate, as well as inaccurate.

Table V contains a number of items attempting to assess the beliefs of Institute Participants on such issues as social class, ethnicity considerations, educational approaches, importance of geography, and the utility of social science in the public schools. Mean ratings and standard deviations are shown. These are shown here for information only and will be discussed in more detail when the posttest scores are available. An index of agreement or disagreement is available in the Table. The higher the standard deviation, the greater the disagreement on an item between Institute participants.

Table VI shows the results of ten opinionnaire questions from the Geography Content Test. Part A shows the percentages of Institute participants choosing each item alternative. On Item 1, 52% of the respondents chose alternative (2), while 36% chose alternative (3). Part B presents the results of a comparison group to the Institute group. The percent of college students choosing each item alternative is shown in Part B. On Item 1, 70% of the college students chose alternative (2) and 0% chose alternative (3). The Institute participants chose alternative (3) 36% of the time. Thus, there is a goodly bit of disagreement between Institute participants themselves and between these participants and a sample of college students on what constitutes the Southwest. (In fact, considerable disagreement exists between Institute faculty members on what states are included in the Southwest designation.) This matter is of some importance in planning future institutes.

The sharpest differences between Institute participants and college sample occurs on Items 8, 9, and 10, where the majority responses for the Institute participants are: mesas and buttes, desert, and pickup. Majority responses of college sample are: plains, grasslands and "undecided," or indeterminate.

To repeat, a fuller report on post vs. pre testing will be issued in the near future.

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The above constitutes the preliminary report by Paul Liberty. Due to the requirement for submission of the Director's Report within three weeks following the close of the Institute, future evaluation reports will be submitted as they become available.

## CONCLUSIONS

Changes detected in attitude, knowledge, and methods. Variations in pre-test and post-test evaluations indicates that there was considerable change in attitudes, knowledge, and methods on the part of the participants. It is generally believed that the Institute program was worthwhile and did make a contribution to the potential performance of the participants in their classrooms. Geography as a discipline which has something to offer in the realm of social studies education in its applicability to teaching of the socio-economically deprived groups was acknowledged to be valid. An understanding of the special characteristics of the Southwest and the impact which man has had upon this region can provide a basis for regional understanding, regional identification and pride.

The encouragement and demonstration of use of media materials is believed to be one of the greatest impacts which the program had on the individual participant. Many participants demonstrated an enthusiastic interest and ability to utilize audio-visual materials as they have never utilized them before. Most participants became photographers for the first time. They took pride in their work, organized their slides and commentary in a fashion which should allow them to be more effective teachers in the classroom.

Major strengths and weaknesses of the program. The major strength of the program was perhaps two-fold. First, the introduction of the participants to the field of geography and the sum indication of its effectiveness in providing an understanding of economic, cultural, physical, and spacial factors of the Southwest. This type of emphasis is largely missing in most geography courses which are presented on the level 7-12. Secondly, it provided most of these people with an opportunity to engage in conversation with teachers and administrators who had similar problems but in different locales. The interaction between participants and staff was particularly effective in generating some ideas for modifications of current programs and solutions to pressing problems. While the Institute did not provide pat answers for all problems which participants have of a pedagogical nature, it did indicate to each individual that there are many people concerned, many people who care, many people outside the secondary classroom at a college level who can identify and speak to their problem. Many came to the Institute seeking a set formula. They went home without a formula, but with an appreciation for the fact that these problems are complex, not easily solved and with the further knowledge, and most important, that there are many who do care and who are making an attempt to approach the problem of educating minority groups of the Southwest.

The major weakness of the program was perhaps the fact that the participants were so diversified in background that not all had a common goal in content material. Some placed tremendous emphasis on gaining knowledge of content and had relatively little concern for pedagogical problems. With others the reverse was true. In addition, the concerns of the administrator are not the same as the classroom teacher. The faculty of the Institute, in general, were much more impressed with the teacher in his earnest concern for cognitive material than with the administrator who seemingly cared little for geography. At the conclusion of the program, however, considerable change in the attitude of the staff and the participants was noted. The staff generally began to recognize their inadequaticies in some areas such as pedagogical problems and lack of experience in dealing with the human element - i.e., Indian and Mexican-American, and the participants appreciatively recognized the frustrations of the staff. The hopelessness which many participants expressed during the early weeks of the Institute, with the frustration and difficulities of their local problems, began to vanish toward the end of the program when it was recognized that there were people beyond the bounds of their school district who did have concern for what they were attempting to do. The staff indicated their willingness to participate in any consulting without the charge of an honorarium at any time and any place if they could be of help to the participants. In addition, each participant was encouraged to correspond with staff members concerning problems which may arise in the ensuing years. What if, in fact, this will evolve remains to be seen. However, a jesture of cooperation was extended and it was received with gratitude.

To candidly analyse the program is difficult at this point with the Institute having only been completed some three weeks. It is possible to say that the staff felt completely drained of energies at the end of the program and the participants seemed to be enthusiastic at their departure. The Institute program was approached this year as a grand experiment. An experiment to see if subject matter oriented faculty in a department which is essentially concerned with graduate education in geography could indeed work with a group of administrators, teachers, and trainers of teachers who are associated with the classroom problems of Mexican-American, Spanish-American, and Indian children in the Southwest. These children and their teachers are, for the most part, a greatly ignored group of individuals. Most are thoroughly dedicated to their professional activities but most of them feel that their problems have been little recognized in present teacher retraining programs. It does seem possible to say at this juncture that the faculty at this college became aware of many economic-social problems in the Southwest which are not readily apparent. The faculty's contact with the participants was extremely revealing. It would appear that a university faculty can descend from their ivory towers and mingle with the man in the field who is confronted with the "gut" issues of working with groups who are economically deprived and quite frequently militant. Most likely the greatest thing to be remembered from this year's program is the interaction between participant and staff which led to further understanding on the part of both groups.

In candid response it must also be noted that there were several shortcomings in the program. Emphasis on the Southwest as a geographic region, and the development of this idea, was not adequately met. The program of the Institute was superficial in this respect. The chief factor is that this weakness was undoubtedly due to the Director's overestimation of the focus which the staff would place on assigned topics. It is also most likely that the required expertise on the Southwest was lacking in the staff make-up. It is also possible that the Institute could have served as a better practicum for the junior staff members if they had been involved in a more tightly structured schedule with the participants in terms of preparing the teaching activities which the participant was to take back to his classroom.

In terms of future modifications of the program of this year it would seem that several additions are highly desirable. One would be the incorporation of greater sensitivity training which might be developed by conducting live-ins with Indian or Mexican-American groups within the Southwest. This could easily be incorporated as part of a field study program which would replace the field trip. The second additional change would be the removal of the eight day field trip and in its place the insertion of approximately four weeks in the field, living at five or six selected locations within the Southwest for a study of type areas of the Southwest which would involve four to five days in each area. In this manner it would be possible to learn a lot more geography, a lot more about the people, increase the skill of the participants in undertaking field problems and observations while at the same time providing a form of sensitivity training. Consequently it is recommended that any future Institutes in the Regional Geography of the Southwest be taken out of the classroom on one individual campus and utilize selected points within the Southwest for field training.

POST TEST:

## EPDA INSTITUTE IN GEOGRAPHY

## QUESTIONNAIRE

NAME:______________________________ DATE:__________________________

SCHOOL AND LOCATION:________________________________________________

GRADES TAUGHT:______________________________________________________

SEX: M F

Please answer the following items as frankly and quickly as possible. The information being sought may sometimes appear irrelevant to the nature of the Institute. However, we can assure you that the data is useful and necessary to the evaluation and future planning of Institute programs. For this reason, your cooperation and frank and honest expression is sincerely sought. Use the reverse side for any of your answers, if necessary.

Thank you.

I. Please answer the following items in a rather brief way.

1. The most important thing I got ~~hope to get~~ out of this Institute is:

__________________________________________________________

__________________________________________________________

__________________________________________________________.

2. Please list two other things, if possible, that got from ~~you expect~~ of the Institute program.

1) ____________________________________________________

____________________________________________________.

2) ____________________________________________________

____________________________________________________.

3. My main CONVICTION AFTER ~~concern in~~ attending the ~~an~~ Institute on Geography is ______

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________.

4. A better knowledge of geography will permit one to ______________

______________________________________________________________

______________________________________________________________.

5. The study of geography is important for teachers of Mexican American and Indian youngsters in that ______________________________

______________________________________________________________

______________________________________________________________.

6. Mexican American and Indian students should know the geography of their regions because

______________________________________________________________

______________________________________________________________

______________________________________________________________.

7. What importance, if any, is there for Anglo students in the study of geography as it pertains to Indian and Mexican American history?

______________________________________________________________

______________________________________________________________

______________________________________________________________.

8. List in order of importance those factors which you see as limiting the Southwest geographic education in your school.

______________________________________________________________

______________________________________________________________

______________________________________________________________.

9. Geographic education is essential for all secondary students (grades 7 - 12) because it helps them

______________________________________________________________

______________________________________________________________

______________________________________________________________.

10. Can geographic education produce within the Indian and Mexican student a feeling of "regional pride?" In what ways?

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

11. Can geographic education produce within the Indian and Mexican student a feeling of "racial pride or ancestral pride?" In what ways?

______________________________________________

______________________________________________

______________________________________________.

12. Should geography be used to promote (a) "regional pride" and (b) "racial pride?" Please explain your answer.

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

13. What time periods in history would you suggest as being most relevant and interesting for grades 7 - 12 (a) Indian students and (b) Mexican students? Please explain.

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

14. Are Anglo students likely to be interested in those eras which Mexican and Indian youngsters consider important? Why?

______________________________________________

______________________________________________

______________________________________________.

15. What immediate effects do you see resulting from increased emphasis on geographic education in public junior and senior high schools? List as many as you think are important.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

16. What long-run effects do you see resulting from increased emphasis upon geographic education in public junior and senior high schools? List as many as you think are important.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

17. What would you like to see happen in geographic education that is not really happening yet, if at all?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

II. Circle one choice for the items below. (Example: If alternative "a" is your choice, circle the "a.")

1. Which is a more serious failing in a teacher?

   a) A severe and aloof manner.

   b) Inadequate mastery of subject material to be taught.

2. Which do you believe is more true?

   a) Most teachers tend to talk over the head of their students.

   b) Most teachers are ineffective in maintaining discipline.

3. Teachers mostly prefer to:

   a) Help pupils establish friendly relationships with classmates.

   b) Help pupils learn the school regulations.

4. Teachers should, in my opinion, act to:

   a) Help pupils establish friendly relationships with classmates.

   b) Help pupils learn the school regulations.

5. Teachers mostly prefer to:

   a) Help students acquire content material.

   b) Help pupils acquire study habits in ways he can best learn.

6. Teachers should, in my opinion, act to:

   a) Help students acquire content material.

   b) Help pupils acquire study habits in ways he can best learn.

7. Teachers mostly prefer to:

   a) Help students feel successful by rewarding his correct responses.

   b) Help students learn by correcting his incorrect answers.

8. Teachers should, in my opinion, act to:

   a) Help students feel successful by rewarding his correct responses.

   b) Help students learn by correcting his incorrect answers.

III. Mexican and Indian students would probably choose which of the paired alternatives below? Circle the choice you think they would make if presented the choices below.

1. a) Many of the unhappy things in people's lives are partly due to bad luck.

   b) People's troubles, or misfortunes, result from the mistakes they make.

2. a) I have often found that what is going to happen will happen.

   b) Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

3. a) In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

   b) Many times exam questions tend to be so unrelated to course work that studying is really useless.

4. a) When I make plans, I am almost certain that I can make them work.

   b) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

5. a) Who gets to be the boss often depends on who was lucky enough to be in the right place first.

   b) Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

6. a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

   b) By taking an active part in political and social affairs the people can control world events.

7. a) Nowadays, people just don't realize what an important role luck plays in their lives.

   b) There really is no such thing as "luck."

8. a) In the long run the bad things that happen to us are balanced by the good ones.

   b) Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

9. a) Sometimes I can't understand how teachers arrive at the grades they give.

   b) There is a direct connection between how hard I study and the grades I get.

10. a) People are lonely because they don't try to be friendly.

    b) There's not much use in trying too hard to please people, if they like you, they like you.

11. a) What happens to me is my own doing.

    b) Sometimes I feel that I don't have enough control over the direction my life is taking.

12. a) Even if the odds are against you, it's possible to come out on top by keeping at it.

    b) A person's future is largely a matter of what fate has in store for him.

IV. Anglo students would probably choose which of the alternatives below? Circle the choice you think they would make if presented the choices below.

1. a) Many of the unhappy things in people's lives are partly due to bad luck.

   b) People's troubles, or misfortunes, result from the mistakes they make.

2. a) I have often found that what is going to happen will happen.

   b) Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

3. a) In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

   b) Many times exam questions tend to be so unrelated to course work that studying is really useless.

4. a) When I make plans, I am almost certain that I can make them work.

   b) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

5. a) Who gets to be the boss often depends on who was lucky enough to be in the right place first.

   b) Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

6. a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

   b) By taking an active part in political and social affairs the people can control world events.

7. a) Nowadays, people just don't realize what an important role luck plays in their lives.

   b) There really is no such thing as "luck."

8. a) In the long run the bad things that happen to us are balanced by the good ones.

   b) Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

9. a) Sometimes I can't understand how teachers arrive at the grades they give.

   b) There is a direct connection between how hard I study and the grades I get.

10. a) People are lonely because they don't try to be friendly.

    b) There's not much use in trying too hard to please people, if they like you, they like you.

11. a) What happens to me is my own doing.

    b) Sometimes I feel that I don't have enough control over the direction my life is taking.

12. a) Even if the odds are against you, it's possible to come out on top by keeping at it.

    b) A person's future is largely a matter of what fate has in store for him.

V. Please mark the following items according to the following code; mark the one that best indicates your feeling about each of the items.

HA = Highly Agree
A = Agree
SA = Slightly Agree
SD = Slightly Disagree
D = Disagree
HD = Highly Disagree

1. Obedience and respect for authority are the most important virtues children should learn. HA A SA SD D HD

2. Every person should have complete faith in some supernatural power whose decisions he obeys without question. HA A SA SD D HD

3. What the youth need most is strict discipline, rugged determination, and the will to work and fight for family and country. HA A SA SD D HD

4. When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it. HA A SA SD D HD

5. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world. HA A SA SD D HD

6. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people least expect it. HA A SA SD D HD

7. Young people sometimes get rebellious ideas, but as they grow up, they ought to get over them and settle down. HA A SA SD D HD

8. Nowadays more and more people are prying into matters that should remain personal and private. HA A SA SD D HD

9. If people would talk less and work more, everybody would be better off. HA A SA SD D HD

10. There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents. HA A SA SD D HD

11. People can be divided into two distinct classes: the weak and the strong. HA A SA SD D HD

12. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially against catching an infection or disease from them. HA A SA SD D HD

13. No sane, normal decent person could ever think of hurting a close friend or relative. HA A SA SD D HD

14. An insult to our honor should always be punished. HA A SA SD D HD

15. Some day it will probably be known that minority group protests, such as on college campuses produced important social improvements. HA A SA SD D HD

16. Destroyers of tyranny have contributed most to mankind. HA A SA SD D HD

17. Planning only makes a person unhappy since your plans hardly ever work out anyway. HA A SA SD D HD

18. When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it. HA A SA SD D HD

19. Nowadays, with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself. HA A SA SD D HD

20. Even when teenagers get married, their main loyalty still belongs to their fathers and mothers. HA A SA SD D HD

21. When the time comes for a boy to take a job, he should stay near his parents, even if it means giving up a good job opportunity. HA A SA SD D HD

22. Nothing in life is worth the sacrifice of moving away from your parents. HA A SA SD D HD

23. The best kind of job to have is one where you are all working together even if you don't get individual credit. HA A SA SD D HD

24. It's silly for a teenager to put money into a car when the money could be used to get started in business or for an education. HA A SA SD D HD

25. Social class (or socio-economic status) is more important than ethnic factors (i.e., being Indian or Mexican) in accounting for attitudes and values on achievement. HA A SA SD D HD

26. There are considerable social class differences in child rearing practices which are greater than the differences between Mexicans and Indians as compared with Anglos. HA A SA SD D HD

MIT
THIS
ECTION
OTH PARTS
A+B.

VI. Part A. The following section pertains to the orientations or philosophies that people have toward education in America. Read the four philosophies expressed and rank them according to the following schemes:

READ THE PHILOSOPHIES A, B, C, AND D ON THE NEXT PAGE.

1. In Column 1, rank the four philosophies according to the accuracy with which each portrays your own point of view. Use numbers from 1 - 4 with one referring to the most preferred or appropriate, and four to the least appropriate.

2. In Column 2, rank the four philosophies according to the way you think Mexican American grade 7 - 12 students see the alternatives. Again use one to indicate the most preferred philosophy you think these students hold and four the least preferred philosophy.

3. In Column 3, rank the four philosophies on the 1 - 4 basis according to the way you think Indian grade 7 - 12 students prefer them.

4. In Column 4, rank the four philosophies on the 1 - 4 basis according to the way you think Anglo middleclass grade 7 - 12 students prefer them.

5. In Column 5 rank the four philosophies on how you think Anglo lower class grade 7 - 12 students prefer the four philosophies, using the same 1 - 4 basis.

## ORIENTATIONS TOWARD EDUCATION

Directions: Students hold a variety of attitudes about their own purposes and goals in education. Such an attitude might be thought of as a personal philosophy of education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent in American high schools. As you read the four statements, attempt to determine how close each comes to _your own_ philosophy of education.

COLUMNS

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| | | | | | PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases are relatively less important, though certainly not ignored. Concern with extracurricular activities and traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are primarily interested in obtaining training for careers in their chosen fields. |
| | | | | | PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. This philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect. |
| | | | | | PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor, an important part of education exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to traditions are important elements in one's educational experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of academic situations. |
| | | | | | PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is, in a sense, searching for meaning in life. There is often deep involvement with ideals and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of extracurricular activities, |

> athletics, traditions of the school administration are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identify, and often, contempt for many aspects of organized society.

Part B. In what ways, if any, does the study of geography in the junior and senior high schools relate to the various philosophies? Is the study of geography valuable or useful in producing a preference of one or more of the philosophies, and can the study of geography help students shift between the philosophies? Please explain below.

VII. Use the following code in answering these questions pertaining to ethnic (or race) factors and social class and geographic education. Circle the one that best reflects your view.

HA = Highly Agree
A = Agree
SA = Slightly Agree
SD = Slightly Disagree
D = Disagree
HD = Highly Disagree

1. The relationships between social class and various family and environmental conditions are very similar in Anglo and Negro groups. HA A SA SD D HD

2. The extent to which students achieve in school is highly correlated with verbal intelligence scores. HA A SA SD D HD

3. Verbal intelligence is more strongly related to socio-economic class (i.e., social class) than to race. HA A SA SD D HD

4. There are considerable social class differences in child rearing practices and these differences are greater than are the differences between ethnic groups of the same social class. HA A SA SD D HD

5. The "live for today" philosophy attributed to Mexican American and Indian students is generally correct. HA A SA SD D HD

6. Generally speaking, Mexican American and Indian students are more "clannish" than Anglo students. HA A SA SD D HD

7. Close family ties are more common among Mexican American and Indian students than Anglo students generally. HA A SA SD D HD

8. Lower social class individuals are, because of economic necessity, compelled to rely upon the support and approval of friends, relatives and neighbors. HA A SA SD D HD

9. Lower class Anglo pupils are as "live for today" oriented as most Indian and Mexican pupils. HA A SA SD D HD

10. It is impossible to "square" the "live for today" attitude of many members of society with the emphasis upon delayed reward and persistence required by our society. HA A SA SD D HD

11. The "live for today" philosophy and the "manana" philosophy both indicate that persons holding these beliefs feel that they cannot control the environment in which they live. HA A SA SD D HD

12. The "live for today" philosophy is a serious deterrent to academic achievement. HA A SA SD D HD

13. The "Culture of Poverty" characteristics are less important tham ethnic characteristics in understanding the Mexican and Indian students. HA A SA SD D HD

14. "Ethnic characteristics" are usually "true" racial differences rather than the results of poverty conditions. HA A SA SD D HD

15. Most ethnic (Mexican and Indian) families belong to the lower socio-economic class. HA A SA SD D HD

16. Social class is significantly related to achievement values and is more important than ethnicity. HA A SA SD D HD

17. Both race social class and ethnicity are important in understanding Mexican and Indian pupils and in encouraging their academic and vocational interests and achievements. HA A SA SD D HD

18. The study of geography should consider both social class (socio-economic) values and ethnic characteristics of peoples in the region of study and the influence of these background factors in the lives of youngsters living within the region. HA A SA SD D HD

19. Teaching Mexican and Indian students about the physical and cultural aspects of their region is a major factor in instilling basic self and regional pride in these students. HA A SA SD D HD

20. Teaching Anglo students about the heritage, both physical and cultural, of the Indians and Mexicans within a region will promote good will, understanding, and acceptance of the Mexican and Indian student by the Anglo student. HA A SA SD D HD

21. Geographic instruction is most ideally suited to promote understanding of problems among American citizens within a region. HA A SA SD D HD

22. Geography is the study of spatial processes and relations which enable the individual to better understand the complex intertwining of cultures and physical landscapes. HA A SA SD D HD

23. When Indians and Mexicans understand and appreciate what they are and how they have contributed to the development of the American Southwest they will understand how they fit into multicultural mosaic of American society. HA A SA SD D HD

24. If Anglo youngsters understand and appreciate what Indians and Mexicans have contributed to the development of the American Southwest, the Anglo students will be acceptive of ethnic students. HA A SA SD D HD

25. Geographic education in the public schools has always focused upon local regional geography rather than world geography. HA A SA SD D HD

26. Local regional geography is much more important to students than is world geography. (Assume that only one course could be taught.) HA A SA SD D HD

27. Institutes in geography are vital because public school teachers of geography do not have the background usually to teach local regional geography. HA A SA SD D HD

28. Institutes in geography are vital because public school teachers of geography do not usually have the techniques (media and materials) to teach geography in a way that is interesting to the individual student. HA A SA SD D HD

29. Institutes in geography are vital because college level trainers of teachers often have little or no background in geography. HA A SA SD D HD

30. The geography teacher's teaching skill and ability to relate to his/her pupils is more important than the curriculum material used. HA A SA SD D HD

31. Mexican and Indian students generally are less concerned with academic achievement than the Anglo pupils. HA A SA SD D HD

32. Mexican and Indian students generally put forth less effort toward achievement in the classroom than Anglo pupils. HA A SA SD D HD

33. Mexican and Indian students are generally indifferent in responding to teachers' expectations of them. HA A SA SD D HD

34. Mexican and Indian students generally have more special problems such as hostility and withdrawal behaviors than Anglo youngsters. HA A SA SD D HD

35. Mexican and Indian students usually are non-participants in social groups rather than leaders or participators. HA A SA SD D HD

36. Mexican and Indian students usually employ special mechanisms for gaining attention, such as tattling, or excessive talking to students. HA A SA SD D HD

37. Mexican and Indian students pretty much hang together in their own groups. HA A SA SD D HD

38. When Mexican and Indian students are corrected by the teacher, they usually are very embarrassed or accept the correction without reactions. HA A SA SD D HD

39. Mexican and Indian parents are generally anti-intellectual and do not support education. HA A SA SD D HD

40. The use of the scientific method can be extended to solve the problems of men in the area of values and moral judgments. HA A SA SD D HD

41. What is right and good at one time and place may not be right and good for all times and places. HA A SA SD D HD

42. Questions of values and morals should be taken out of their traditional supernatural setting and put in a naturalistic setting. HA A SA SD D HD

43. Nothing is or can be unchanging, absolutely certain. HA A SA SD D HD

44. The educational policies of the public schools should undertake to increase the practical value of courses. HA A SA SD D HD

45. The educational policies of the public schools should stimulate the study of social problems. HA A SA SD D HD

46. The educational policies of the public schools should promote the study and participation in music and fine arts. HA A SA SD D HD

47. The most important function of education is its preparation for practical achievement and financial reward. HA A SA SD D HD

48. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society. HA A SA SD D HD

49. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction. HA A SA SD D HD

50. The traditional moral standards of our culture should not be accepted; they should be examined and tested in solving the present problems of students. HA A SA SD D HD

## VII. FINAL SUMMARY

1) Please list those things which you believe ~~to be~~ WERE the major purposes of the institute you are participating in. (Please mention at least three things, if possible.)

2) Please list the most important things you ~~expect to learn~~ learned or will "take away with you" from this institute. (Please mention at least three things, if possible.)

3) Please list those things that you hope to do to implement your learning experiences in the institute when you return to your school or organization in the fall. In other words, what do you see yourself possibly doing with the information and experience obtained in the Institute? (Please mention at least three things, if possible.)

KET

## APPENDIX B

Place the best choice to complete the statement or question in the space to the left of each statement.

_____ 1. The American Southwest embraces which combination of States: (1) Oklahoma, Texas, New Mexico; (2) California, Arizona, New Mexico, Texas, Oklahoma; (3) California, Nevada, Utah, Arizona, New Mexico, Colorado, Oklahoma, Texas; (4) Arizona, New Mexico.

_____ 2. The Southwest is: (1) homogeneous in its physical character; (2) varied in landforms, but climatically homogeneous; (3) mostly devoid of vegetation; (4) transitional in climate, vegetation and landforms.

_____ 3. The human population of the Southwest: (1) is economically deprived; (2) is culturally homogeneous; (3) is composed of older age groups; (4) is relatively sparse and unevenly distributed.

_____ 4. Which of the following is most typical of the Southwest: (1) cowboy; (2) soldier; (3) merchant; (4) tourist.

_____ 5. Which of the following is most typical of the Southwest: (1) red; (2) brown; (3) green; (4) blue.

_____ 6. Which of the following is most typical of the Southwest: (1) cattle; (2) sheep; (3) horse; (4) burro.

_____ 7. Which of the following is most typical of the Southwest: (1) hot; (2) warm; (3) cool; (4) cold.

_____ 8. Which of the following is most typical of the Southwest: (1) plains; (2) mountains; (3) mesas and buttes; (4) canyons.

_____ 9. Which of the following is most typical of the Southwest: (1) desert; (2) forest; (3) grasslands; (4) crops.

_____ 10. Which of the following is most typical of the Southwest: (1) sedan; (2) pickup; (3) station wagon; (4) jeep (4-wheel drive vehicle).

_5_ 11. Which of these states has the most irrigated lands: (1) Arizona; (2) Colorado; (3) New Mexico; (4) Oklahoma; (5) Texas.

_1_ 12. In the Southwest in 1870 which of the following industries ranked first in number of people engaged: (1) agriculture and forestry; (2) mining; (3) manufacturing.

_3_ 13. In the Southwest in 1960 which of the following industries ranked first in numbers of people engaged: (1) agriculture and forestry; (2) mining; (3) manufacturing.

_3_ 14. Which of the three states is smallest in area: (1) Arizona; (2) New Mexico; (3) Oklahoma.

4 15. Which of the following metropolitan areas (1967) is the largest in population: (1) San Antonio; (2) Oklahoma City; (3) Albuquerque; (4) Phoenix.

2 16. Which of the following metropolitan areas is smallest in population (1967): (1) El Paso; (2) Albuquerque; (3) Tulsa; (4) Tucson.

5 17. Which of the following places has the highest average July temperature: (1) Albuquerque; (2) Dallas; (3) El Paso; (4) Oklahoma City; (5) Phoenix.

1 18. Which of the following places has the lowest average January temperature: (1) Albuquerque; (2) Dallas; (3) El Paso; (4) Oklahoma City; (5) Phoenix.

In the Four-State area served by this Institute identify or locate the following features:

2 19. The Colorado Plateau: (1) Colorado and Oklahoma; (2) Arizona and New Mexico; (3) Texas and Arizona; (4) New Mexico and Oklahoma.

4 20. Deeply entrenched near vertical sided valleys: (1) Basin and Range; (2) Great Plains; (3) Rockly Mountains; (4) Colorado Plateau.

4 21. Important river systems: (1) Rio Grande; (2) Colorado; (3) Salt-Gila; (4) All of previous three.

4 22. Important river systems: (1) Monongahela; (2) Rio Doce; (3) Rio Athabaska; (4) None of these.

3 23. A common elevation above sea level: (1) 50 feet; (2) 500 feet; (3) 5,000 feet; (4) 50,000 feet.

1 24. The continental divide passes through: (1) New Mexico; (2) Texas; (3) Arizona; (4) Oklahoma.

3 25. The soils of the Southwest are usually high in: (1) organic matter; (2) acid; (3) lime; (4) sharply defined horizons.

1 26. The element most often deficient in the Southwestern soils is: (1) nitrogen; (2) calcium; (3) phosphorus; (4) potassium.

4 27. The characteristic natural vegetation of the Southwest is: (1) holophytic; (2) mesophytic; (3) hydrophytic; (4) xerophytic.

1 28. Most streams that flow out of the mountains in the Southwest usually: (1) decrease in volume as they flow downstream; (2) increase in volume; (3) remain the same; (4) suddenly disappear.

1 29. The crop best adapted to natural conditions in the Southwest is: (1) wheat; (2) corn; (3) rice; (4) fruit trees.

2 30. The settlement of the region by Europeans began during the: (1) 15th; (2) 16th; (3) 17th; (4) 18th century.

1 31. The Llano Estacado today is an important area of: (1) irrigated crops; (2) open range-livestock; (3) tourism; (4) mining.

3 32. A large city on the Great Plains is: (1) Albuquerque; (2) Phoenix, (3) Amarillo; (4) Santa Fe.

4 33. New Mexican cities: (1) Lubbock and Hobbs; (2) Gallup and Flagstaff; (3) Guymon and Durango; (4) Tucumcari and Las Cruces.

1 34. The major erosional force sculpturing the Southwest has been: (1) running water; (2) wind; (3) glacial ice; (4) wave action.

4 35. The great soil group typical of the Oklahoma and Texas Panhandle is: (1) Prairie; (2) Podzol; (3) Chernozem; (4) Chestnut.

4 ~~2~~ 36. Forests in the Southwest are usually associated with: (1) windward slopes; (2) higher elevations; (3) increased precipitation; (4) All of these.

2 37. Grasslands of the Southwest are usually classed as: (1) savanna; (2) steppe; (3) prairie; (4) chaparral.

~~1~~ 3 38. Railroads and highways in the Southwest are usually built on the interfluves rather than in the vally bottoms: (1) because gradients are gentler; (2) because water is scarse; (3) because less bridging is needed; (4) to avoid concentration of populations.

Rate the following terms using a number from the scale below.

Not Important 0 1 2 3 4 5 6 7 8 9 10 Most Important

[illegible]

39 A. Economic factors in the Southwest:

1. 9.20 water
2. 8.45 grazing
4. 8.15 natural gas
17 2.60 air pollution
16. 2.75 coal
10. 6.70 soil
13.5
15. 3.05 iron
5. 8.10 petroleum
2 of them 13. 5.00 hardwoods (for lumber)
11. 6.25 copper
12. 5.40 sand, gravel, clay
8. 7.05 grass
7. 7.85 military activities (bases)
13 5.00 softwood-wood pulp

1 42. A topographic map is best used for which one of the following? (1) A detailed analysis of a small area; (2) As a study of the regions of the United States; (3) An analysis of world distribution patterns; (4) The study of individual states; (5) All of the above.

2 43. Which one of the following scales represents one inch to one mile? (1) 1:100,000; (2) 1:63,360; (3) 1:24,000; (4) 1:250,000; (5) 1:5,280.

5 44. Which one of the following does not belong in this group of regions? (1) Corn Belt; (2) Marine West Coast; (3) Taiga; (4) Great Plains, (5) Houston Metropolitan Area.

Refer to the Triangular Graph - Population

5 45. Which of the following countries has the largest percent of its population under the age of 20? (1) Sweden; (2) Poland; (3) Ireland; (4) Peru; (5) Brazil.

4 46. What percentage of the United States population is aged 60 and over? (1) 34.5; (2) 40; (3) 55; (4) 10; (5) 30.

Refer to the Climographs

2 47. The only station located in the Southern Hemisphere is represented by graph number: (1) 1; (2) 2; (3) 3; (4) 4; (5) None of these.

1 48. The station where winters are cold and summers are hot and humid is represented by graph number: (1) 1; (2) 2; (3) 3; (4) 4; (5) None of these.

1 49. The station with the greatest temperature range is represented by graph number: (1) 1; (2) 2; (3) 3; (4) 4; (5) None of these.

Refer to the Map of Regions of North America

1 50. Climograph number 4 would be most illustrative of which region on the North America map? (1) 13; (2) 3; (3) 2; (4) 9; (5) 7.

2 51. What characteristic is most common to the two areas labeled Region 6 on the map? (1) climate; (2) landforms; (3) land-use; (4) minerals; (5) history of settlement.

3 52. The regions shown on the map of North America are most likely based upon what criteria? (1) population; (2) climate; (3) landforms; (4) soils.

0 1 2 3 4 5 6 7 8 9 10

Not Related — Most Related

53. Using the scale indicated above, rate the following items in terms of their relationship to the study of geography:

56-57 7. Place Names 5.65
58-59 8. Sequent Occupance 5.30
60-61 10. Foreign Trade 4.80
62-63 4. Agriculture - crops 7.15
64.65 2. Population Numbers 7.75
66.67 6. Aerial Differentiation 6.25
68.69 5. Cultural Diffusion 7.10
70-71 1. Landforms 8.65
72-73 9. Functional Organization 5.25
74-75 3. Landscape Analysis 7.25

Refer to the topographic map (New Orleans East Quadrangle) and aerial photo (4/7) of part of New Orleans

3 54. Is the Central Business District (CBD) of New Orleans located on the: (1) north; (2) south; (3) east; (4) west; bank of the Mississippi River?

3 55. What is the predominant land use on the right bank of the Mississippi River in the vicinity of the Greater New Orleans bridge? (1) residential; (2) commercial; (3) wholesale - storage; (4) industrial; (5) recreational.

3 56. What is the name of the prominent landscape feature located at D-7 on the aerial photo? (1) Museum; (2) Custom House; (3) St. Louis Cathedral; (4) Lee Circle; (5) Trade Mart.

2 57. The contour interval on the topographic map is: (1) 7.5 minutes; (2) 5 feet; (3) 29° 52'; (4) 1/2 foot; (5) 1:24,000.

3 58. What is the feature on the river bank at location F-8 on the aerial photo? (1) Oil Refinery; (2) U.S. Quarantine Station; (3) Light; (4) Ferry Dock; (5) U. S. Naval Base.

4 59. What feature is located at 29° 57' 30" North Latitude and 90° 05' West Longitude? (1) Sugar Bowl; (2) Holy Cross School; (3) Fairgrounds Race Track; (4) Hotel Dieu; (5) Gordon Academy.

3 60. An area possessing certain characteristics of homogeneity is termed: (1) isopleth; (2) isarithm; (3) region; (4) chloropleth.

2 61. The science of the areal differentiation of the earth's surface defines: (1) cartography; (2) geography; (3) geodesy; (4) geology.

2 62. A geographic philosophy which suggests a multiplicity of possible human uses of the land within certain parameters is termed: (1) multichlor; (2) possibilism; (3) determinism; (4) anachromistic.

4 63. The study of the production, consumption, and distribution of goods and services is termed: (1) cartography; (2) regionalism; (3) geoservice; (4) economic geography.

2 64. A systematic arrangement of grid lines defines: (1) map; (2) map projection; (3) isohyet; (4) isarithm.

1 65. The study of landforms defines: (1) geomorphology; (2) climatology; (3) pedology; (4) hydrology.

2 66. Rainfall variability typically increases as: (1) the annual amount increases; (2) the annual amount decreases; (3) areas experience a large number of thunderstorms.

2 67. Soils of the rainy tropics are inherently: (1) fertile; (2) infertile; (3) shallow; (4) stony.

2 68. The study of regions is called: (1) choreography; (2) chorography; (3) chorology; (4) isarithmic.

3 69. Population is increasing most rapidly (percentagewise) in: (1) developed societies; (2) Asia; (3) Latin America; (4) Africa.

## APPENDIX C
## REGIONAL GEOGRAPHY OF THE AMERICAN SOUTHWEST, OU EPDA INSTITUTE

### Test Questions over History of the SW

1. The first aborigines settled in a specific area of the Southwest lived
___in the Matagorda Bay region of the Texas Coast
___along the Arkansas River in Oklahoma
x__in the Four Corners area

2. Wickiups were the dwelling of which tribe?
___Wichita
x__Apache
___Hopi

3. In the absence of written records, scholars try to recreate the past through which of the following?
x__linguistics
x__anthropology
x__archeology
___ontology
___all of these

4. The first Spanish penetration into the Southwest was at
x__the mouth of the Rio Grande
___the mouth of the Colorado
___up the Red River

5. The originator of the Santa Fe trade was
x__William Becknell
___Josiah Gregg
___James Magoffin

6. Among important explorers of the Southwest were
x__James O. Pattie
x__Jedediah Strong Smith
x__Kit Carson
~~x~~__Pere Marquette
x__James Reddeford Walker
___Henry Schoolcraft

7. Texas won its independence from Mexico at the Battle of San Jacinto on
___march 2, 1836
___March 6, 1836
x__April 21, 1836

8. The Mexican Cession was prescribed by the
___Treaty of San Luis Obispo
___Adams-Onis Treaty
x__Treaty of Guadalupe Hidalgo
___Treaty of San Ildefonso
___None of these

9. The ox-bow route was followed by
___Pony Express
___Wells, Fargo
x__Butterfield Overland Express

KEY

10. The first transcontinental railroad, i.e., which would link the Mississippi Valley with the West Coast, to run through the Southwest was the
____Southern Pacific
x___Atchison, Topeka, & Santa Fe
____Union Pacific

11. Hero of the Battle of the Washita was
____Nelson A. Miles
x___George A. Custer
____John M. Chivington

12. The Battle of Glorieta Pass matched
x___Sibley v. Canby
____Johnston v. Grant
____Van Dorn v. Fremont

13. The first great cattle drive in 1866 terminated at
x___Sedalia, Mo.
____Abilene, Kans.
____Dodge City, Kans.

14. Leader of the Boomers was
____Elias C. Boudinot
____W. L. Couch
x___David Payne

15. The first important oil discovery in the Southwest came in
____New Mexico
____Oklahoma
x___Texas

16. Braceros are
____wetbacks
x___Mexican laborers legally imported into the U. S.
____both of these
____neither of these

17. Lyndon B. Johnson suffered his only political defeat in 1941 at the hands of
____James V. Allred
____Dan Moody
x___W. Lee O'Daniel

18. William H. Murray was governor of
____Texas
x___Oklahoma
____New Mexico
____Arizona

19. The East Texas oil field was discovered by
____Anthony Lucas
____H. L. Hunt
x___Dad Joiner

20. In the 20th century, the Southwest has finally solved the problem of aridity through
____desalinization of ocean water
____irrigation from dam reservoirs
____irrigation from deep wells
____all of these
x___none of these

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July 23, 1969

## APPENDIX D

## POINTS IN CONNECTION WITH EPDA GEOGRAPHY INSTITUTE ON-SITE EVALUATION

(1) How necessary is the Institute and its content? What is the importance of (a) geography and (b) this Institutes approach to geography instruction for teachers in the Southwest of Indians and Mexican-American students?

(2) What is the significance of better understanding of geography by teachers, by Indian and Mexican-American students, and Anglo students in the schools, as seen by staff and participants?

(3) Has the Institute attempted to do and has it done something that is unusual, creative in its approach? Does it differ from the usual geographic instruction or training for teachers? How?

(4) What has it, the Institute, attempted to do for teachers and other Institute participants that they would otherwise not have been able to do back in their schools? Has the Institute shaped any important attitudes toward geography, ethnic minority group youngsters, and the importance, if any, of Mexican American and Indian history?

(5) What is the expected effect on the school youngsters of a new approach to geography teaching? Does it, or will it, likely produce more racial and regional pride on the part of Indian and Mexican youngsters? What is the expected effect upon Anglo youngsters who presumably will be exposed to Indian and Mexican geography and history?

(6) Did the Institute attempt to teach Mexican and Indian geography and history or did it mainly attempt to teach Southwestern Geography in the broad sense? Was the effort geared toward the Mexican and Indian student, or was the effort geared to do more in the way of teaching Southwestern geography because regional geography is inadequately taught to teachers and presumed that the Mexican and Indian students would profit most, in some ways, of this emphasis upon regional geography?

(7) What are teachers expected to do upon return to their home schools? What should they do based upon their presence in the Institute and the training they received? What provisions for followup observation have been made?

(8) In regards to dissemination, is there provision to have teachers teach other teachers in their home schools? Is the classroom teacher given specific things to do in her classroom, or is the matter of adapting Institute material left to his/her own initiative and creativity? What does the teacher attempt to do in the classroom with new information and how does he/she know if he/she is doing a better job than before?

(9) Is the development of regional understanding and regional pride a valid premise of this Institute and the teaching of geography in general in the schools?

(10) Are the fostering of racial pride and regional pride common goals of the Institute teachers? Is the promotion of better understanding between races a realistic goal, one which teachers accept and one which they are committed toward, and one which they are prepared to work toward upon returning to home schools? How do they expect to foster "regional pride?" What is "regional pride?"

(11) What is the extent of any proposed followup of the Institute participants to determine what effects, if any, are taking place in the classroom? Would it be possible to followup with these teachers later on during the 1969-70 academic year to assess Institute appropriateness and effectiveness?

(12) What did teachers expect of the Institute? What did staff members of the Institute think most important? Did a common perception prevail after the Institute among staff and participants on goals of the Institute?

(13) Did the teachers' perceptions of geography and their expectations of the Institute change during the Institute? In what ways?

(14) Was information presented in Institute that gave a different perspective of the role of geography in the schools? What information was presented that resulted in a different view of Mexican-American and Indian youngsters on the part of teachers? How did views change?

(15) Ethnicity and social class are frequently confounded in the thinking of people. What are the Institute participants and teachers' understanding of these two sociological variables? Is it perceived generally that behaviors that are generally attributed to ethnicity might be based instead in social class considerations? Does this notion have any implications for understanding and teaching geography? Does a consideration of social class produce any considerations that might modify beliefs that are sometimes attributed to an ethnic group as a whole?

(16) Major goal of Institute: Is an understanding of the geography of the Southwest an important and worthwhile objective in the education of Indian and Mexican-American students in grade 7-12? Look at this from the perspectives of the geographers, the principals, the teachers in general, the teachers of geography, teachers of social science, the students--Indian and Mexican, and the Anglo students. *Why* is the above an important objective? On what basis should this decision of importance be made?

(17) Is there any reason to believe that understanding of disadvantaged youngsters, of ethnicity factors or of social class factors operates with geography instruction to produce more effective teaching of geography to Indian and Mexican youngsters?

(18) Were individual Institute participants' needs met? What were these participants mainly seeking--informational content, methodology or new skills, instructional strategies, substantive materials, history of Southwest, physical geography content, the history of the Mexican and Indian of the Southwest, or the culture of the Mexican and Indian in his geographical context? (This is not an exhaustive list of possibles, but merely represents some thinking about the diverse participants' needs which were likely to exist and if subsequent institutes should limit the expectations of participants or present a limited focus of content?)

(19) What do staff members of Institute see as strong points of Institute? What should be changed in the future? What thinking or planning by staff was modified during the Institute? Did the Institute "grow" into areas that were unsuspected? What changes were made in content and process of Institute while it was underway?

(20) What do Institute participants see as strong points? What was presented that they did not expect? What favorable developments were noted? What things would they like to see in subsequent Institutes that was not done here? What one single thing of importance stands out for participants? What one thing did they expect that was not presented but which they really would have liked to have seen done in the Institute? What will each participant do differently now that he has been a participant in the Institute?

(21) What is the staff members' assessment of the quality and range of content covered? How do participants generally rate the quality and presentation of content? Was it interesting and informative? What things interested participants most? What things were of less interest?

(22) Comment on management considerations, utilization of resources, etc.; balance between content and practice, classroom instruction and field experiences, etc.

(23) Comments on Evaluation design and possible findings. Participants and staff members' comments on adequacy and appropriateness of assessment devices are also solicited although no formal presentation to Institute participants is planned.

(24) Additional items as considered appropriate by Institute staff and evaluation team members.

# APPENDIX E

# PARTICIPANTS' EXPECTATIONS OF INSTITUTE

(1) Understanding culture of Mexican-Americans and Indian students

(2) Relationships between landforms and culture

(3) Learn to use and interpret geographic information

(4) Training in geographic concepts

(5) Knowledge of media in field

(6) The importance of regional geography to minority groups

(7) The importance of geography in the public school

(8) New processes in geography

(9) Help teachers to help students to know who they are and how ethnic minority groups have contributed to society

(10) Better teach geography as related to heredity and culture

(11) What is importance of geography?

(12) How to make teaching of geography more stimulating

(13) To improve Anglo versus non-Anglo relations

(14) To improve relations between students and teachers

(15) To exchange ideas with others on the teaching of geography

(16) To develop regional pride of Indians and Mexican-Americans

(17) To provide teachers with teaching materials in geography

(18) Better understanding of Southwest geography

(19) How to get Anglo student to appreicate ethnic minority groups and cultures

(20) How to present materials to Spanish, Mexicans, Indians, etc. so that interest of Anglo is encouraged

(21) Role of geography in today's changing society

(22) Promotion of the study of human life through geography

(23) How has geography influenced the development of cultural groups?

(24) To instill pride and awareness to students searching for values

(25) How does geography contribute to development of pride, self-awareness, and values.

# AREAS OF INSTITUTE INSTRUCTION

A. Geographic concepts; pedagogy.
B. Physical geography of the Southwest.
C. Methods, tools, realia of geography
D. Problems in the teaching of geography--how to teach.
E. Cultural considerations and geography.
F. Using geography to develop regional pride and self-identity in ethnic minority group youngsters.
G. Developing Anglo students' interest and understanding of ethnic minority group contributions so as to improve between student relations and teacher-student relations.
H. The importance of geography in today's changing society?
I. The importance of geography in the public schools.

## APPENDIX F

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## DATA SUMMARIES OF
## EPDA INSTITUTE IN GEOGRAPHY

## UNIVERSITY OF OKLAHOMA
## Summer 1969

TABLE I. Average Importance Ratings on Three Sub-Parts of Geography Institute Content Questionnaire (10= most important; 0= not important)

### A. Geographical Study Areas

| RANK | FACTOR | AVG. IMP. RATING |
|---|---|---|
| 1. | Landforms | 8.65 |
| 2. | Population Numbers | 7.75 |
| 3. | Landscape Analysis | 7.25 |
| 4. | Agriculture-crops | 7.15 |
| 5. | Cultural Diffusion | 7.10 |
| 6. | Aerial Differentiation | 6.25 |
| 7. | Place Names | 5.65 |
| 8. | Sequent Occupance | 5.30 |
| 9. | Functional Organization | 5.25 |
| 10. | Foreign Trade | 4.80 |

B. Economic Factors in the Southwest

| RANK | FACTOR | AVG. IMP. RATING |
|---|---|---|
| 1. | Water | 9.20 |
| 2. | Grazing | 8.45 |
| 3. | Irrigation-agriculture | 8.25 |
| 4. | Natural Gas | 8.15 |
| 5. | Petroleum | 8.10 |
| 6. | Tourism-recreation | 7.95 |
| 7. | Military activities (bases) | 7.85 |
| 8. | Grass | 7.05 |
| 9. | Manufacturing | 6.75 |
| 10. | Soil | 6.70 |
| 11. | Copper | 6.25 |
| 12. | Sand, gravel, clay | 5.40 |
| 13.5 | Hardwoods (for lumber) | 5.00 |
| 13.5 | Softwood-wood pulp | 5.00 |
| 15. | Iron | 3.05 |
| 16. | Coal | 2.75 |
| 17. | Air pollution | 2.60 |

C. Cultural Factors in the Southwest

| RANK | FACTOR | AVG. IMP. RATING |
|---|---|---|
| 1. | Roman Catholic | 7.50 |
| 2. | Mexican-American | 7.40 |
| 3. | Conservative | 6.95 |
| 4. | Spanish as a language | 6.90 |
| 5. | Open, friendly, outgoing personality | 6.85 |
| 6. | Prideful | 6.55 |
| 7. | Poverty | 6.40 |
| 8. | Clean | 6.15 |
| 9. | Spanish-American | 6.10 |
| 10. | Baptist | 5.90 |
| 11. | Happy, gay | 5.65 |
| 12. | Indian dialects | 5.40 |
| 13. | Quick, witty, intelligent | 5.25 |
| 14. | Wealth | 5.10 |
| 15. | Provincial | 4.65 |
| 16. | Closed, reserved, quiet personality | 4.60 |
| 17. | Cosmopolitan | 4.05 |
| 18. | Dirty | 3.55 |
| 19. | Liberal | 3.50 |
| 20. | Chicanos | 3.20 |
| 21. | Slow, dull, ignorant | 2.80 |
| 22.5 | Shameful | 2.45 |
| 22.5 | Sad, unhappy | 2.45 |
| 24. | Red Power | 2.10 |
| 25.5 | Black Power | 1.90 |
| 25.5 | Agnosticism | 1.90 |

Table II. Summary Data on Geography Questionnaire Subtests

| | Name | No. of Items | Mean | Standard Deviation |
|---|---|---|---|---|
| 1. | History of Southwest | 20 | 10.05 | 2.65 |
| 2. | General History<br>(Items 11-18) | 8 | 4.10 | 1.30 |
| 3. | Locate SW Features<br>(Items 19-38) | 20 | 11.55 | 2.67 |
| 4. | Map Reading<br>(Items 40-52) | 13 | 6.30 | 2.10 |
| 5. | Map and Photo Reading<br>(Items 54-59) | 6 | 2.70 | 1.38 |
| 6. | Geographic Terms and Facts<br>(Items 60-69) | 10 | 6.70 | 2.30 |
| 7. | Sum of: 4, 5, 6 | 29 | 13.65 | 3.88 |
| 8. | Sum of: 5, 6 | 16 | 7.35 | 2.48 |
| 9. | Sum of: 4, 6 | 23 | 10.95 | 3.12 |

TABLE III. Average Rank Scores for Five Groups of Grade 7-12 Students on Four Educational Orientations As Perceived by Geography Institute Participants.[1] (Comparative rankings WITHIN each of five groups are shown in parentheses. 1=highest rank; 4=lowest rank)

| ORIENTATIONS TOWARD EDUCATION | INSTITUTE PARTICIPANTS | MEXICAN AMERICANS | INDIANS | ANGLO MIDDLE CLASS | ANGLO LOWER CLASS |
|---|---|---|---|---|---|
| A. | 2.52 (2) | 1.96 (2) | 2.04 (1) | 2.96 (3) | 2.00 (2) |
| B. | 2.65 (3) | 3.13 (4) | 3.00 (4) | 2.17 (2) | 3.17 (4) |
| C. | 1.26 (1) | 1.87 (1) | 2.43 (3) | 1.48 (1) | 1.96 (1) |
| D. | 3.43 (4) | 2.65 (3) | 2.39 (2) | 3.17 (4) | 2.48 (3) |

TABLE IV. BETWEEN Group rankings of Five Grade 7-12 Student Groups on Four Educational Orientations as Inferred from Table II.[1]

| GROUPS | ORIENTATIONS | | | |
|---|---|---|---|---|
| | A | B | C | D |
| 1. INSTITUTE PARTICIPANTS | 2.52 (4) | 2.65 (2) | 1.26 (1) | 3.43 (5) |
| 2. MEXICAN-AMERICANS | 1.96 (1) | 3.13 (4) | 1.87 (3) | 2.65 (3) |
| 3. INDIANS | 2.04 (3) | 3.00 (3) | 2.43 (5) | 2.39 (1) |
| 4. ANGLO MIDDLE-CLASS | 2.96 (5) | 2.17 (1) | 1.48 (2) | 3.17 (4) |
| 5. ANGLO LOWER-CLASS | 2.00 (2) | 3.17 (5) | 1.96 (4) | 2.48 (2) |

1 = "Orientations Toward Education" Questionnaire is attached for information.

ORIENTATIONS TOWARD EDUCATION

Directions: Students hold a variety of attitudes about their own purposes and goals in education. Such an attitude might be thought of as a personal philosophy of education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent in American high schools. As you read the four statements, attempt to determine how close each comes to your own philosophy of education.

C O L U M N S

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases are relatively less important, though certainly not ignored. Concern with extracurricular activities and traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are primarily interested in obtaining training for careers in their chosen fields.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. This philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor, an important part of education exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to traditions are important elements in one's educational experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of academic situations.

PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is, in a sense, searching for meaning in life. There is often deep involvement with ideals and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of extracurricular activities, athletics, traditions of the school administration are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often, t for many aspects of organized society.

Table V. Means (X) and Standard Deviations (SD) of Fifty (50) Items on Geography, Ethnicity, Social Class, and Educational Philosophy.

Use the following code in answering these questions pertaining to ethnic (or race) factors and social class and geographic education. Circle the one that best reflects your view.

HA = Highly Agree
A = Agree
SA = Slightly Agree
SD = Slightly Disagree
D = Disagree
HD = Highly Disagree

| | | | | | | | | AVG. RATINGS | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | $\overline{X}$ | SD |
| 1. | The relationships between social class and various family and environmental conditions are very similar in Anglo and Negro groups. | 6<br>HA | 5<br>A | 4<br>SA | 3<br>SD | 2<br>D | 1<br>HD | 3.17 | 1.43 |
| 2. | The extent to which students achieve in school is highly correlated with verbal intelligence scores. | HA | A | SA | SD | D | HD | 4.13 | 1.23 |
| 3. | Verbal intelligence is more strongly related to socio-economic class (i.e., social class) than to race. | HA | A | SA | SD | D | HD | 4.61 | 1.05 |
| 4. | There are considerable social class differences in child rearing practices and these differences are greater than are the differences between ethnic groups of the same social class. | HA | A | SA | SD | D | HD | 4.13 | .99 |
| 5. | The "live for today" philosophy attributed to Mexican American and Indian students is generally correct. | HA | A | SA | SD | D | HD | 3.59 | 1.31 |
| 6. | Generally speaking, Mexican American and Indian students are more "clannish" than Anglo students. | HA | A | SA | SD | D | HD | 4.04 | 1.30 |
| 7. | Close family ties are more common among Mexican American and Indian students than Anglo students generally. | HA | A | SA | SD | D | HD | 4.39 | 1.09 |
| 8. | Lower social class individuals are, because of economic necessity, compelled to rely upon the support and approval of friends, relatives and neighbors. | HA | A | SA | SD | D | HD | 3.75 | 1.14 |
| 9. | Lower class Anglo pupils are as "live for today" oriented as most Indian and Mexican pupils. | HA | A | SA | SD | D | HD | 4.57 | .83 |

| | | | | | | | | AVG. RATINGS | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | $\bar{X}$ | SD |
| 10. | It is impossible to "square" the "live for today" attitude of many members of society with the emphasis upon delayed reward and persistence required by our society. | HA | A | SA | SD | D | HD | 3.17 | 1.30 |
| 11. | The "live for today" philosophy and the "manana" philosophy both indicate that persons holding these beliefs feel that they cannot control the environment in which they live. | HA | A | SA | SD | D | HD | 4.17 | 1.24 |
| 12. | The "live for today" philosophy is a serious deterrent to academic achievement. | HA | A | SA | SD | D | HD | 4.39 | 1.09 |
| 13. | The "Culture of Poverty" characteristics are less important tham ethnic characteristics in understanding the Mexican and Indian students. | HA | A | SA | SD | D | HD | 2.78 | 1.14 |
| 14. | "Ethnic characteristics" are usually "true" racial differences rather than the results of poverty conditions. | HA | A | SA | SD | D | HD | 3.35 | 1.13 |
| 15. | Most ethnic (Mexican and Indian) families belong to the lower socio-economic class. | HA | A | SA | SD | D | HD | 4.22 | 1.14 |
| 16. | Social class is significantly related to achievement values and is more important than ethnicity. | HA | A | SA | SD | D | HD | 3.87 | 1.15 |
| 17. | Both race social class and ethnicity are important in understanding Mexican and Indian pupils and in encouraging their academic and vocational interests and achievements. | HA | A | SA | SD | D | HD | 5.43 | .65 |
| 18. | The study of geography should consider both social class (socio-economic) values and ethnic characteristics of peoples in the region of study and the influence of these background factors in the lives of youngsters living within the region. | HA | A | SA | SD | D | HD | 5.43 | .58 |
| 19. | Teaching Mexican and Indian students about the physical and cultural aspects of their region is a major factor in instilling basic self and regional pride in these students. | HA | A | SA | SD | D | HD | 5.39 | .64 |

| | | AVG. RATINGS | |
|---|---|---|---|
| | | X | SD |
| 20. Teaching Anglo students about the heritage, both physical and cultural, of the Indians and Mexicans within a region will promote good will, understanding, and acceptance of the Mexican and Indian student by the Anglo student. | HA A SA SD D HD | 5.22 | .83 |
| 21. Geographic instruction is most ideally suited to promote understanding of problems among American citizens within a region. | HA A SA SD D HD | 5.17 | .70 |
| 22. Geography is the study of spatial processes and relations which enable the individual to better understand the complex intertwining of cultures and physical landscapes. | HA A SA SD D HD | 5.13 | .45 |
| 23. When Indians and Mexicans understand and appreciate what they are and how they have contributed to the development of the American Southwest they will understand how they fit into multicultural mosaic of American society. | HA A SA SD D HD | 5.00 | .66 |
| 24. If Anglo youngsters understand and appreciate what Indians and Mexicans have contributed to the development of the American Southwest, the Anglo students will be acceptive of ethnic students. | HA A SA SD D HD | 4.65 | .87 |
| 25. Geographic education in the public schools has always focused upon local regional geography rather than world geography. | HA A SA SD D HD | 2.17 | .82 |
| 26. Local regional geography is much more important to students than is world geography. (Assume that only one course could be taught.) | HA A SA SD D HD | 4.65 | 1.00 |
| 27. Institutes in geography are vital because public school teachers of geography do not have the background usually to teach local regional geography. | HA A SA SD D HD | 4.78 | 1.21 |
| 28. Institutes in geography are vital because public school teachers of geography do not usually have the techniques (media and materials) to teach geography in a way that is interesting to the individual student. | HA A SA SD D HD | 5.17 | .82 |

| | | | AVG. RATINGS | |
|---|---|---|---|---|
| | | | X | SD |
| 29. | Institutes in geography are vital because college level trainers of teachers often have little or no background in geography. | HA A SA SD D HD | 4.13 | 1.19 |
| 30. | The geography teacher's teaching skill and ability to relate to his/her pupils is more important than the curriculum material used. | HA A SA SD D HD | 4.57 | .97 |
| 31. | Mexican and Indian students generally are less concerned with academic achievement than the Anglo pupils. | HA A SA SD D HD | 4.39 | 1.21 |
| 32. | Mexican and Indian students generally put forth less effort toward achievement in the classroom than Anglo pupils. | HA A SA SD D HD | 4.13 | 1.26 |
| 33. | Mexican and Indian students are generally indifferent in responding to teachers' expectations of them. | HA A SA SD D HD | 3.83 | 1.01 |
| 34. | Mexican and Indian students generally have more special problems such as hostility and withdrawal behaviors than Anglo youngsters. | HA A SA SD D HD | 4.39 | .92 |
| 35. | Mexican and Indian students usually are non-participants in social groups rather than leaders or participators. | HA A SA SD D HD | 4.52 | .93 |
| 36. | Mexican and Indian students usually employ special mechanisms for gaining attention, such as tattling, or excessive talking to students. | HA A SA SD D HD | 3.00 | 1.38 |
| 37. | Mexican and Indian students pretty much hang together in their own groups. | HA A SA SD D HD | 4.48 | 1.02 |
| 38. | When Mexican and Indian students are corrected by the teacher, they usually are very embarrassed or accept the correction without reactions. | HA A SA SD D HD | 3.96 | 1,23 |
| 39. | Mexican and Indian parents are generally anti-intellectual and do not support education. | HA A SA SD D HD | 3.48 | 1.38 |

|  |  | AVG. RATINGS |  |
|---|---|---|---|
|  |  | X | SD |
| 40. The use of the scientific method can be extended to solve the problems of men in the area of values and moral judgments. | HA A SA SD D HD | 3.87 | 1.03 |
| 41. What is right and good at one time and place may not be right and good for all times and places. | HA A SA SD D HD | 4.91 | .58 |
| 42. Questions of values and morals should be taken out of their traditional supernatural setting and put in a naturalistic setting. | HA A SA SD D HD | 4.26 | .74 |
| 43. Nothing is or can be unchanging, absolutely certain. | HA A SA SD D HD | 4.74 | 1.03 |
| 44. The educational policies of the public schools should undertake to increase the practical value of courses. | HA A SA SD D HD | 5.13 | .68 |
| 45. The educational policies of the public schools should stimulate the study of social problems. | HA A SA SD D HD | 5.35 | .56 |
| 46. The educational policies of the public schools should promote the study and participation in music and fine arts. | HA A SA SD D HD | 5.04 | .62 |
| 47. The most important function of education is its preparation for practical achievement and financial reward. | HA A SA SD D HD | 3.17 | 1.27 |
| 48. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society. | HA A SA SD D HD | 5.13 | .61 |
| 49. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction. | HA A SA SD D HD | 5.17 | .64 |
| 50. The traditional moral standards of our culture should not be accepted; they should be examined and tested in solving the present problems of students. | HA A SA SD D HD | 4.78 | .69 |

## OU EPDA GEOGRAPHY INSTITUTE

## EVALUATION

Table VI. Part A. Southwest Geography Opinionnaire Results--Institute Participants.

I. First ten items: Summary statistics for each item - (N = 25)

Item No. 1: The American Southwest embraces which combination of States: (1) Oklahoma, Texas, New Mexico; (2) California, Arizona, New Mexico, Texas, Oklahoma; (3) California, Nevada, Utah, Arizona, New Mexico, Colorado, Oklahoma, Texas; (4) Arizona, New Mexico.

| Alternatives | % Choosing |
|---|---|
| (1) | 8 |
| (2) | 52 |
| (3) | 36 |
| (4) | 4 |

Item No. 2: The Southwest is: (1) homogeneous in its physical character; (2) varied in landforms, but climatically homogeneous; (3) mostly devoid of vegetation; (4) transtitional in climate, vegetation and landforms.

| Alternatives | % Choosing |
|---|---|
| (1) | 0 |
| (2) | 32 |
| (3) | 4 |
| (4) | 64 |

Item No. 3: The human population of the Southwest: (1) is economically deprived; (2) is culturally homogeneous; (3) is composed of older age groups; (4) is relatively sparse and unevenly distributed.

| Alternatives | % Choosing |
|---|---|
| (1) | 0 |
| (2) | 4 |
| (3) | 4 |
| (4) | 92 |

Item No. 4: Which of the following is most typical of the Southwest: (1) cowboy; (2) soldier; (3) merchant; (4) tourist.

| Alternatives | % Choosing |
|---|---|
| (1) | 52 |
| (2) | 4 |
| (3) | 20 |
| (4) | 24 |

**Item No. 5:** Which of the following is most typical of the Southwest: (1) red; (2) brown; (3) green; (4) blue.

| Alternatives | % Choosing |
|---|---|
| (1) | 8 |
| (2) | 88 |
| (3) | 0 |
| (4) | 4 |

**Item No. 6:** Which of the following is most typical of the Southwest: (1) cattle; (2) sheep; (3) horse; (4) burro.

| Alternatives | % Choosing |
|---|---|
| (1) | 68 |
| (2) | 20 |
| (3) | 8 |
| (4) | 4 |

**Item No. 7:** Which of the following is most typical of the Southwest: (1) hot; (2) warm; (3) cool; (4) cold.

| Alternatives | % Choosing |
|---|---|
| (1) | 64 |
| (2) | 32 |
| (3) | 4 |
| (4) | 0 |

**Item No. 8:** Which of the following is most typical of the Southwest: (1) plains; (2) mountains; (3) mesas and buttes; (4) canyons.

| Alternatives | % Choosing |
|---|---|
| (1) | 24 |
| (2) | 12 |
| (3) | 64 |
| (4) | 0 |

**Item No. 9:** Which of the following is most typical of the Southwest: (1) desert; (2) forest; (3) grasslands; (4) crops.

| Alternatives | % Choosing |
|---|---|
| (1) | 68 |
| (2) | 0 |
| (3) | 24 |
| (4) | 8 |

**Item No. 10:** Which of the following is most typical of the Southwest: (1) sedan; (2) pickup (3) station wagon; (4) jeep (4-wheel drive vehicle).

| Alternative | % Choosing |
|---|---|
| (1) | 12 |
| (2) | 84 |
| (3) | 0 |
| (4) | 4 |

Table VI. Part B. Southwest Geography Opinionnaire Results—College Students.

## OU EPDA GEOGRAPHY INSTITUTE

## EVALUATION

## COLLEGE STUDENTS

I. First ten items: Summary statistics for each item - (N = 10)

Item No. 1: The American Southwest embraces which combination of States: (1) Oklahoma, Texas, New Mexico; (2) California, Arizona, New Mexico, Texas, Oklahoma; (3) California, Nevada, Utah, Arizona, New Mexico, Colorado, Oklahoma, Texas; (4) Arizona, New Mexico.

| Alternatives | % Choosing |
|---|---|
| (1) | 20% |
| (2) | 70% |
| (3) | - |
| (4) | 10% |

Item No. 2: The Southwest is: (1) homogeneous in its physical character; (2) varied in landforms, but climatically homogeneous; (3) mostly devoid of vegetation; (4) transtitional in climate, vegetation and landforms.

| Alternatives | % Choosing |
|---|---|
| (1) | - |
| (2) | 20% |
| (3) | - |
| (4) | 80% |

Item No. 3: The human population of the Southwest: (1) is economically deprived; (2) is culturally homogeneous; (3) is composed of older age groups; (4) is relatively sparse and unevenly distributed.

| Alternatives | % Choosing |
|---|---|
| (1) | 10% |
| (2) | 10% |
| (3) | - |
| (4) | 80% |

Item No. 4: Which of the following is most typical of the Southwest: (1) cowboy; (2) soldier (3) merchant (4) tourist.

| Alternatives | % Choosing |
|---|---|
| (1) | 60% |
| (2) | - |
| (3) | 30% |
| (4) | 10% |

Item No. 5: Which of the following is most typical of the Southwest: (1) red; (2) brown; (3) green; (4) blue.

| Alternatives | % Choosing |
|---|---|
| (1) | - |
| (2) | 80% |
| (3) | - |
| (4) | 20% |

Item No. 6: Which of the following is most typical of the Southwest: (1) cattle; (2) sheep; (3) horse; (4) burro.

| Alternatives | % Choosing |
|---|---|
| (1) | 80% |
| (2) | 10% |
| (3) | 10% |
| (4) | - |

Item No. 7: Which of the following is most typical of the Southwest: (1) hot; (2) warm; (3) cool; (4) cold.

| Alternatives | % Choosing |
|---|---|
| (1) | 90% |
| (2) | 10% |
| (3) | - |
| (4) | - |

Item No. 8: Which of the following is most typical of the Southwest: (1) plains; (2) mountains; (3) mesas and buttes; (4) canyons.

| Alternatives | % Choosing |
|---|---|
| (1) | 60% |
| (2) | - |
| (3) | 30% |
| (4) | - |
| Other | 10% |

Item No. 9: Which of the following is most typical of the Southwest: (1) desert; (2) forest; (3) grasslands; (4) crops.

| Alternatives | % Choosing |
|---|---|
| (1) | 20% |
| (2) | - |
| (3) | 70% |
| (4) | 10% |

Item No. 10: Which of the following is most typical of the Southwest: (1) sedan; (2) pickup (3) station wagon; (4) jeep (4-wheel drive vehicle).

| Alternative | % Choosing |
|---|---|
| (1) | 30% |
| (2) | 30% |
| (3) | 20% |
| (4) | 20% |

# LIST OF PARTICIPANTS

The following participants have the same pre-Institute and post-Institute address:

Mrs. Donna Bayless
Box 838
Carnegie, Oklahoma 73015

Mr. Paul R. Brown
Box 582
Carnegie, Oklahoma 73015

Mr. James Estrada
8432 E. Colette
Tucson, Arizona 85710

Mr. Leon M. Gardner
519 E. 4th Street
Tucson, Arizona 85705

Mr. Pedro R. Gomez
P. O. Box 689
Espanola, New Mexico 87532

Mr. Albert Hallford
502 Harriet
Alpine, Texas 79830

Sister Mary David Hunt
St. Catherine Mission
Topawa, Arizona 85639

Miss Caroline C. Kline
Box 130
St. Michaels, Arizona 86511

Mr. Robert W. Klingenfus
7166 E. 32nd Place
Tucson, Arizona 85710

Mr. Donald B. Cross
3038 N. 38th Street
Phoenix, Arizona

Mr. Manuel T. Lucero
Box 408, 303 Maple Street
Central, New Mexico 88026

Mr. James O. Palmer
P. O. Box 6038
Alpine, Texas 79830

Mr. Enrique Paredez
4821 Holmes Drive, Box 582
Corpus Christi, Texas 78411

Mr. William P. Ragsdale
P. O. Box 51
Concho, Oklahoma 73022

Mr. Dwane Robinson
Box 206
Crownpoint, New Mexico 87313

Mr. David L. Rydeski
P. O. Box 145
Silver City, New Mexico 88061

Mr. James E. Schneider
P. O. Box 925
Clifton, Arizona 85533

Mrs. Leola M. Taylor
Box 33, Chilocco Indian School
Chilocco, Oklahoma 74635

Mr. Wayne F. Vanderford
Box 174
Dulce, New Mexico 87528

Mr. Charles E. Wook
8021 E. Rosewood
Tucson, Arizona 85710

- - - - - - - - - - - - - - - - - - -

The following participants have different pre-Institute and post-Institute addresses:

| Pre-Institute address | Post-Institute address |
|---|---|
| Mrs. Maris T. Fletcher<br>Box 5993<br>Alpine, Texas 79830 | Mrs. Maris T. Fletcher<br>% Professor Lawrence Senesh<br>Department of Economics<br>University of Colorado<br>Boulder, Colorado |

List of Participants (cont.)

| Pre-Institute address | Post-Institute address |
|---|---|
| Mr. Bob W. Herzing<br>Box 5571<br>Alpine, Texas 79830 | Mr. Bob W. Herzing<br>Batesville Road<br>Uvalde, Texas 78801 |
| Mr. Harold H. Huffman<br>920 Leahy<br>Pawhuska, Oklahoma 74056 | Mr. Harold H. Huffman<br>Box 321<br>Shidler, Oklahoma |
| Mr. Harry L. Krenek<br>P. O. Box 6067<br>Alpine, Texas 79830 | Mr. Harry Krenek<br>2232 Auburn<br>Lubbock, Texas |
| Mr. Dick E. Nash<br>Box 566<br>Alpine, Texas 79830 | Mr. Dick E. Nash<br>% Burleson Public Schools<br>Burleson, Texas |

DEPARTMENT OF GEOGRAPHY
EPDA Institute for Advanced Study in Geography

THE UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA, 73069

April 18, 1969

Congratulations! You have been selected as a participant in the EPDA Institute for the Regional Geography of the American Southwest for Trainers of Teachers and Teachers (grades 7-12) of Indians and Mexican-Americans. The Institute will be conducted on The University of Oklahoma campus, June 9 through August 1, 1969.

Your selection is based on the needs indicated in your application and the potential effect which you will have in your capacity as a trainer of teachers, an administrator, or a classroom teacher. Your participation in the program of the Institute will require hard work and long hours for the eight weeks of the program - no other academic activities are permitted during the course of the Institute. The enclosed daily schedule will provide you with an indication of planned activities.

A brochure indicating type and cost of University housing is enclosed. All participants are expected to be in residence on this campus during the program. Should you elect to accept participant status, additional information including housing application forms, University admission forms, Institute programs and materials needed, and information regarding the City of Norman will be sent to you.

If you plan to accept appointment as a participant, I must have two things from you no later than April 30, 1969, and post marked not later than April 28, 1969:

a. A letter stating your acceptance of participant status.
b. A completed Application for a Stipend (OE Form 7213).

If these conditions are not met by April 30, 1969, your name will be dropped from the roster of participants and a replacement will be selected from the list of alternates.

Should you need additional information, my phone is 405-325-5325.

Most sincerely,

James M. Goodman,
Director

JMG/mek
encl.

THE UNIVERSITY OF OKLAHOMA
Norman, Oklahoma, 73069

April 17, 1969

Dear Applicant:

Thank you for submitting an application for the EPDA Institute for Advanced Study in Geography at the University of Oklahoma. Approximately 100 applications have been received. Funds have been provided for only twenty-five participants, consequently only one out of every four applicants can be accepted as a participant.

The six member selection committee has spent long hours in deliberation to make the final selections. Following an initial screening of all applicants, about 50 of the applications were examined two or more times by each member of the committee as they were considered candidates who greatly needed the institute. Of the fifty, forty were chosen as participants and alternates.

You can undoubtedly understand that competition for participant status was great. Although you have not been selected as a participant or alternate, I encourage you to continue to make applications in the future for other Institutes. The new Educational Professions Development Act (EPDA) provides for an expansion of the old NDEA Title XI Institute concept, so your opportunities in the ensuing years will be abundant.

Most sincerely,

James M. Goodman,
Director

JMG/mek

April 17, 1969

Dear Applicant:

You have been selected as an alternate for the EPDA Institute for the Regional Geography of the American Southwest at the University of Oklahoma, June 9 to August 1, 1969.

From about 100 applications, twenty-five participants and fifteen alternates have been selected. It is anticipated that some of those individuals chosen as participants will not accept that status, consequently some alternates will be elevated to the status of participant. Based on past experience it is likely that a majority of those accepting alternate status may eventually be offered participant status (please bear in mind that at this point this is a speculative statement). Often there are changes in status right up to the opening date of the Institute.

If you would like to accept status as an alternate please so state in the form of a letter. This letter should be post marked no later than April 28, 1969 and arrive at my office by April 30, 1969. If I have not received notification from you by April 30th, your name will be dropped from the list of alternates.

Since all offers for elevation to participant status will be made by telephone, please include in your letter your area code, home phone number, and business phone number.

My congratulations for placing so well in the intense competition. I hope to hear from you soon.

Most sincerely,

James M. Goodman

James M. Goodman,
Director

JMG/mek

# THE ROAD-RUNNER

Vol. 1, No. 1 First Week June 9, 1969

**WELCOME** to the University of Oklahoma and the EPDA Institute for the Regional Geography of the American Southwest.

## THE ROAD-RUNNER

The Road-Runner will be published weekly and will be distributed every Friday. It will contain the schedule for the following week plus social activities and points of interest to Institute participants

If anyone has a notice or announcement for publication in The Road-Runner please bring it to the Institute secretary before Wednesday prior to desired publication date.

## SOCIAL ACTIVITY

A get-acquainted party will be held Monday evening, June 9, 1969, 8:00 p.m. at the home of Dr. and Mrs. James M. Goodman, 241 North Mercedes.

Wives are invited.

## TEXTBOOKS

Textbooks and other supplies may be purchased at the University Book Exchange located on the ground floor of the Memorial Union building.

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Please complete and give to one of the staff members:

Name ______________________ Norman Phone Number ____________

Norman address ______________________________________________

Is your family here in Norman with you? _______ If so, give wife's

name ______________, children ____________________ age ________

____________________ age ________

____________________ age ________

# SCHEDULE - WEEK 1

| | | |
|---|---|---|
| Monday<br>June 9 | 8:30-11:30 a.m. | Registration and Introduction of Staff<br>Dr. James Goodman, Director and Staff |
| | 1:00-4:00 p.m. | Introduction of Institute Program<br>Dr. James Goodman, Director |
| Tuesday<br>June 10 | 8:30-11:30 | Lecture-Discussion<br>"The Discipline of Geography"<br>Dr. Arthur H. Doerr<br>William Elam and Leonard Hodgman |
| | 1:00-4:00 | Lab - Group I<br>"The Use of Maps and Aerial Photographs in the Interpretation of the Landscape"<br>Kenneth Sieve |
| Wednesday<br>June 11 | 8:30-11:30 | Lecture<br>"Elements of Physical Geography"<br>Dr. Harry Hoy |
| | 1:00-4:00 | Lab - Group II<br>"The Use of Maps and Aerial Photographs in the Interpretation of the Landscape"<br>Kenneth Sieve |
| Thursday<br>June 12 | 8:30-11:30<br>1:00-4:00 | Planametric Map Exercise<br>Dr. Doerr, Mr. Sieve, Mr. Elam, and Mr. Hodgman |
| Friday<br>June 13 | 8:30-11:30 | "A Geography for Each Time - The Research Traditions of Geography"<br>Project Seminar<br>Mr. Elam, and Mr. Hodgman |
| | 1:00-4:00 | Open |

# THE ROAD-RUNNER

Vol I. No. 2 Second Week June 13, 1969

## GUEST LECTURER

Dr. John M. Ball, Associate Professor of Geography and Education, University of Georgia will be our guest lecturer on Thursday and Friday, June 19 and 20.

Dr. Ball received his M.A. from the University of Michigan, M.S. from the University of Chicago and his Ph.D. from Michigan State University. Currently he is a staff member of the Elementary Geography Curriculum Project. He has directed three NDEA summer geography institutes. Dr. Ball is the author of several publication on Mexico, Latin America, and a bibliography in geographic education.

Dr. Ball will speak to the Institute on Population Migration in Mexico, Geographic Edication and the Discipline of Geography, and the High School Geography Project.

* * * * * *

This safety tip comes from the Dwight Illinois Star: Staring dulls a motorist's awareness. Rest the eyes by keeping them in motion; vary the focus to avoid fixed stare on any single object. In other words, don't stare at a girl in a mini-skirt while driving, unless she is "in motion."

## SPORTS NEWS

by

Krenek

The good name of the geography Institute was ably defended in a softball game Tuesday evening as Goodman's Good Guys defeated a highly talented earth science institute team by a score of 18-13. The geographers, led by the bat of Wild Bill Elam and the glove of Bobbles Hodgman, came from behind to win the seven inning affair.

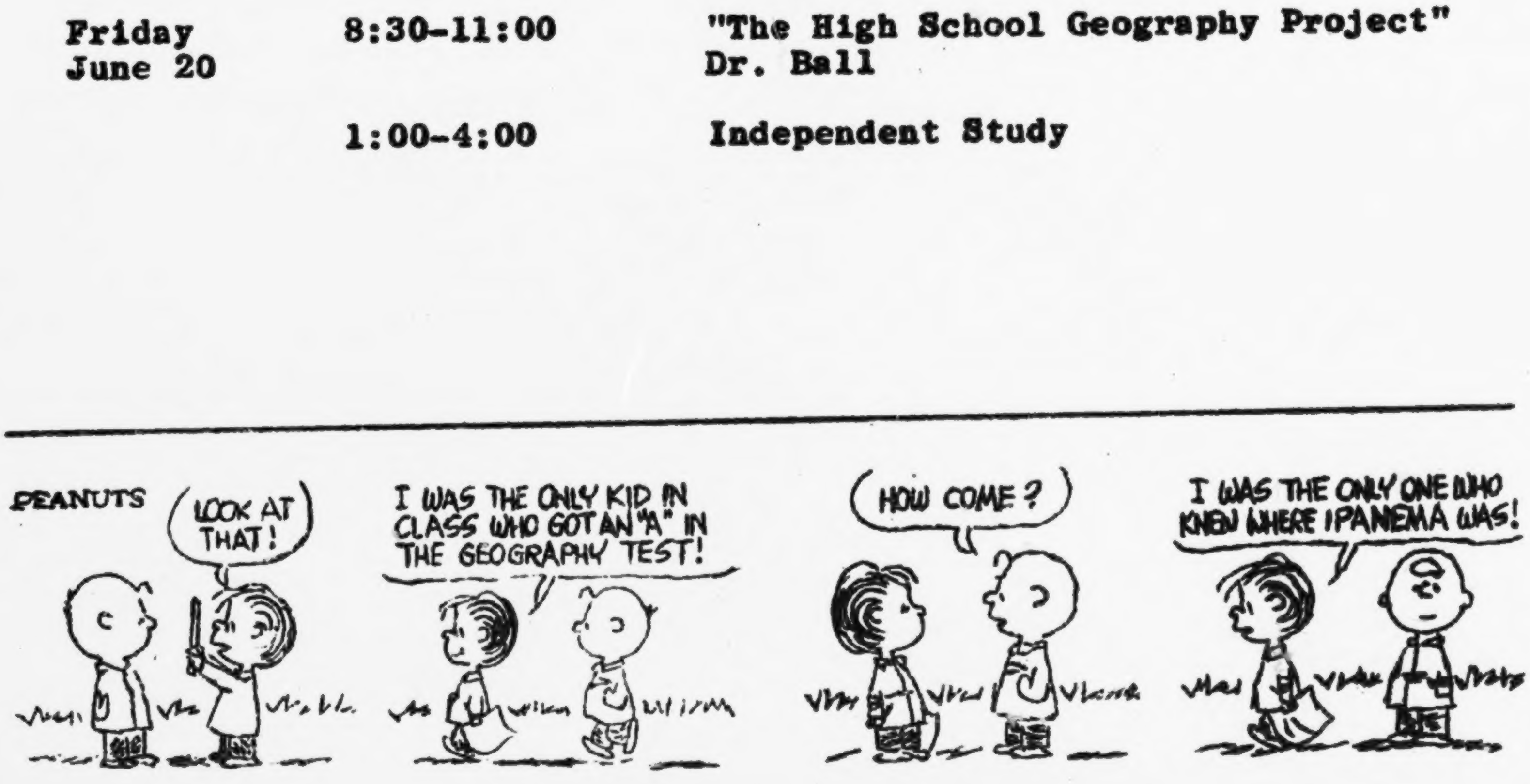
Dr. Doerr's statement concerning man's influence on his environment was demonstrated as Earthquake Bob Herzing drove the ball into deep center field and carried his fleet 273 lb. frame around the bases. As Bob pounded around the bases the University of Oklahoma experienced what is perhaps the first man-made earthquake.

Other games have been scheduled and in order to extend this winning streak help is needed. The geographers were forced to borrow two players from the opposition in order to get the required nine. So get out the 'ol mil, limber up what's left of your throwing arm and join the fun.

* * * * * *

## SCHEDULE

| | | |
|---|---|---|
| Monday<br>June 16 | 8:30-11:30 | "Weather Elements and Climates of the Southwest" Dr. Hoy |
| | 1:00-4:00 | Lab - Group I<br>"The Overhead Projector: Construction of Materials and Use of the Projector" Kenneth Sieve |
| Tuesday<br>June 17 | 8:30-10:30 | "Soils and Vegetation" Dr. Hoy |
| | 10:45-11:30 | "Geographic Regularities and the Classroom" Dr. Goodman and Mr. Elam |
| | 1:00-4:00 | Lab - Group II<br>"The Overhead Projector: Construction of Materials and Use of the Projector" Kenneth Sieve |
| Wednesday<br>June 18 | 8:30-11:30 | "Population Comparisons: Distribution, Ethnic Composition, and Population Pyramids of the Southwest, the United States, and Mexico"<br>Dr. Doerr and Mr. Elam |
| | 1:00-4:00 | Independent Study |
| Thursday<br>June 19 | 8:30-11:30 | "Population Migration in Mexico"<br>Guest - Dr. John M. Ball |
| | 1:00-4:00 | "Geographic Education and the Discipline of Geography" Dr. Ball |
| Friday<br>June 20 | 8:30-11:00 | "The High School Geography Project"<br>Dr. Ball |
| | 1:00-4:00 | Independent Study |


PEANUTS
LOOK AT THAT!
I WAS THE ONLY KID IN CLASS WHO GOT AN "A" IN THE GEOGRAPHY TEST!
HOW COME?
I WAS THE ONLY ONE WHO KNEW WHERE IPANEMA WAS!

# THE ROAD-RUNNER

Vol. 1, No. 3 Third Week June 20, 1969

## ANNOUNCING

A displaced Texan arrived in Oklahoma this past Thursday, June 19th, at 9:26 a.m. Daniel Russell Krenek weighed in at 6 lbs. 15 oz. - 20 inches tall. Congratulations to the proud parents!

- - - - - - - - - - -

## SPORTS NEWS

This past week Goodman's Roadrunners have compiled a record of four wins and one loss.

The Roadrunners won a double header from the Earth Science Rattlesnakes June 12, by scores of 17-7 and 10-4. Also on June 17, the Roadrunners won 8--4 from the G.T.U. Earthquakes. However, the Roadrunners winning streak was stopped at six games last night when the Earth Science Rattlesnakes out struck the Roadrunners by a score of 10-8.

We're missing some of you on game nights. Come on out and join the fun. Incidently, Earthquake Bob has just informed the Press that he is hitting a tremendous .656 average!

## POET'S CORNER

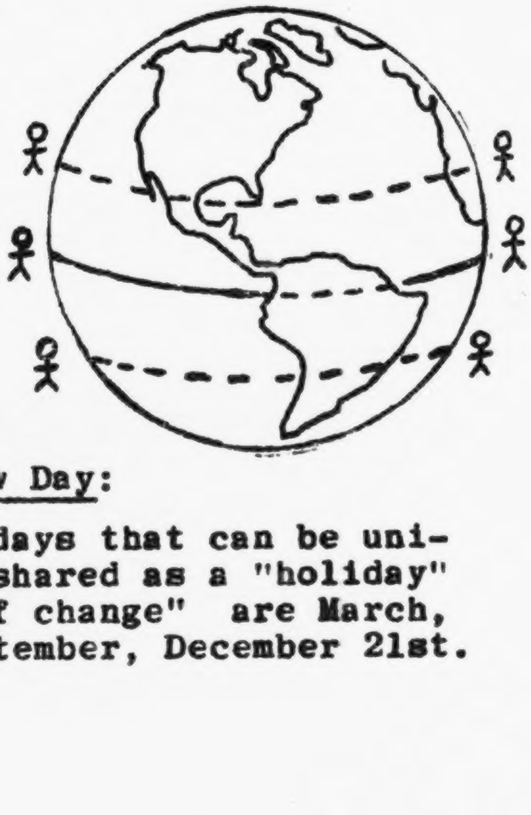
Since up is up and down is down
And never the twain shall meet;
Up can't mean north, but must
mean out --
Away from earth's center heat.

Some rivers flow north, but
none flow up,
Since water runs downhill.
Down can't mean south, but
always shows
The way things fall and spill.

- - - - - - - - - -

## HAPPY WORLD

VIEW DAY



World View Day:

The only days that can be universally shared as a "holiday" or "day of change" are March, June, September, December 21st.

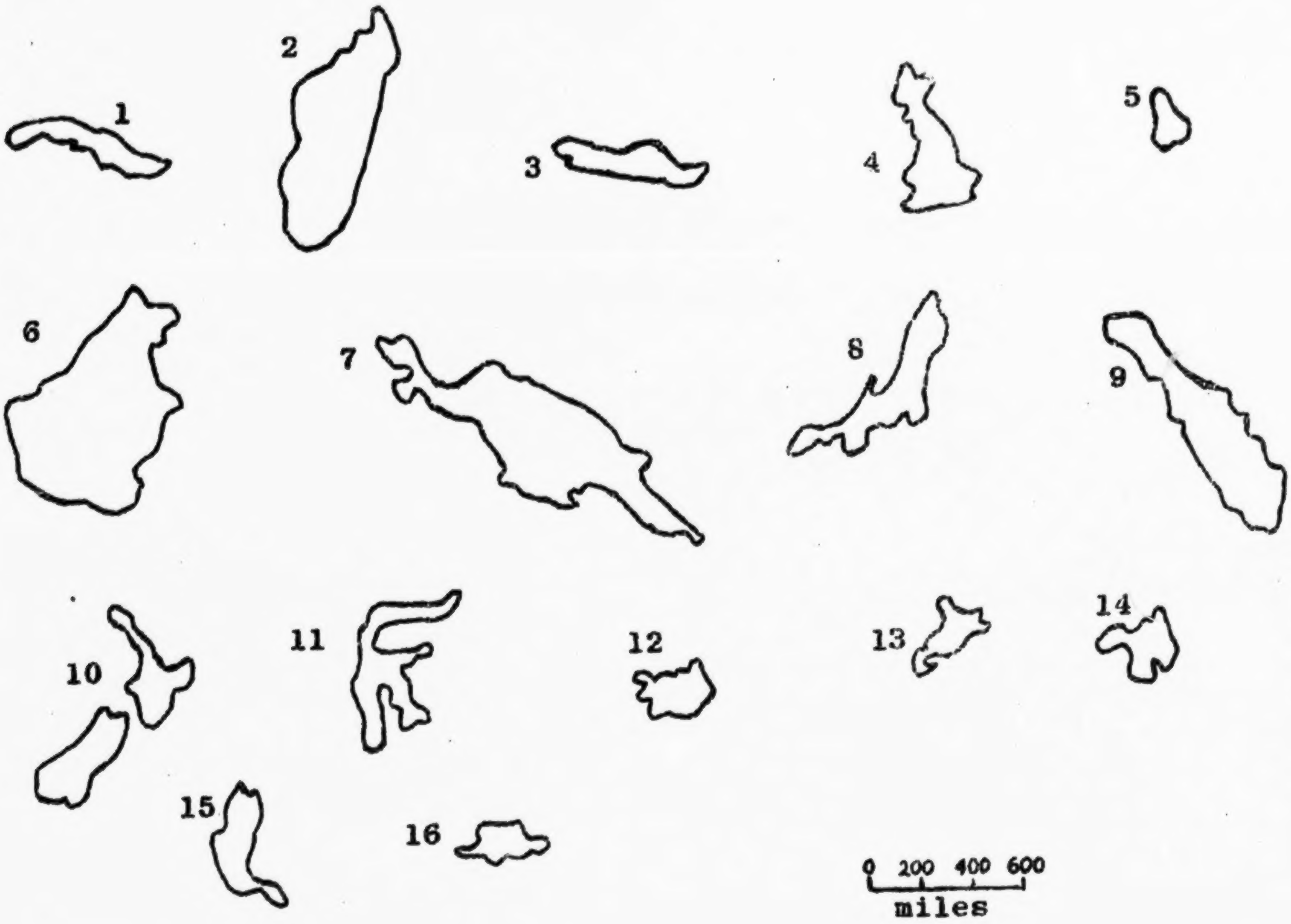
## SCHEDULE

| | | |
|---|---|---|
| Monday<br>June 23 | 8:30-11:30 | Physical Geography Regions of the Southwest<br>Dr. Hoy |
| | 1:00-4:00 | Lab - Group I(A)<br>Audio Tape Programming (Slides/Tape)<br>Photography<br>Kenneth Sieve |
| Tuesday<br>June 24 | 8:30-11:30 | Sequential Evolution of Agriculture and Manufacturing Patterns in the United States<br>Dr. Doerr |
| | 1:00-4:00 | Lab - Group II(B)<br>Audio Tape Programming (Slides/Tape)<br>Photography<br>Kenneth Sieve |
| Wednesday<br>June 25 | 8:30-11:30 | Simulation Games H.S.G.P. Game of Farming<br>Mr. Elam and Mr. Hodgman<br><br>Unit Area Mapping<br>Dr. Doerr |
| | 1:00-4:00 | Open |
| Thursday<br>June 26 | 8:30-4:00 | Field Problem<br>Drs. Hoy and Doerr, Mr. Hodgman, Elam, and Sieve |
| Friday<br>June 27 | 8:30-11:30 | Globes, Maps, and Atlases<br>Latitude, Longitude, and Time<br>Mr. Hodgman and Mr. Elam |

- - - - - - - - - - - - - -

Answers to last week's State Quiz.

1. Nevada, 2. Illinois, 3. Massachusetts, 4. Montana, 5. Virginia, 6. Utah, 7. Ohio, 8. Tennessee, 9. New Jersey, 10. Missouri.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miles

## ISLANDS

Mapped above are the major islands of the world - 8 of the 10 largest islands and 8 other important islands. All are oriented in the conventional way with North at the top. Their names are listed below. Match the numbers to the names as well as you can.

____ Iceland

____ Great Britain

____ Cuba

____ Hispaniola

____ Madagascar

____ Ceylon

____ Sumatra

____ Java

____ Borneo

____ Celebes

____ New Guinea (Papua)

____ New Zealand

____ Mindinao

____ Luzon

____ Honshu

____ Hokkaido

## LESSON SAMPLE

This lesson is to demonstrate a method but could be used as motivation for introduction of a unit on migrations of peoples --- European, Europe to America, Asian, opening up of our West, the homesteaders who went to Alaska, the Asian who came to North America via Bering Straits, etc. This lesson would naturally be followed up by study of a particular or a representative migration. It could be used to establish needs of individuals and of communities --- how people meet these needs and what restrictions there are in satisfaction of these needs and wants.

* * * * * * * * *

**PROPOSITION:**

We have become dissatisfied with where we are living and have banded together to form a new community. We are, in a sense, pioneers - bringing with us only knowledge and what we can transport.

**DISCIPLINES TO BE INVOLVED IN THIS DISCUSSION:**

Geography
History
Economics
Political Science
Sociology
Anthropology

**MAJOR CONCEPTS:**

Why people established communities where they did.

The extent of independence and inter-dependence.

What are our basic needs? Can we satisfy all our wants and needs?

Medium of exchange for goods and services.

Choice "spots" of the life-layer.

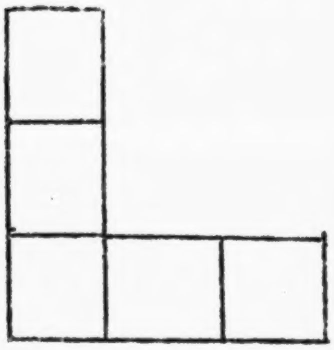
Need for establishment of standards or rules to live by.

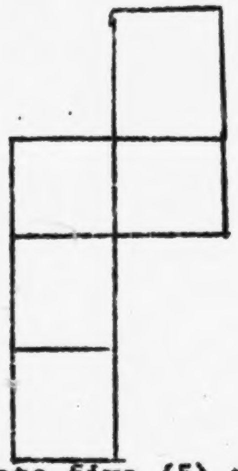
Comparative advantage, relative location, areal relationships, and man as the ecological dominant.

# GEOGRAPHY (????????)

Here are some thought provoking tid-bits that you might enjoy using some time.

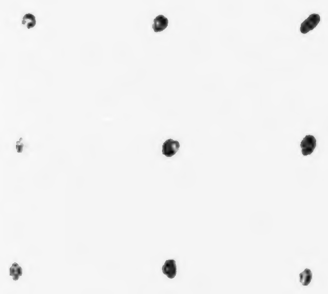
1. From the diagram below, remove two lines and then replace two lines so that you end up with four (4) equal squares. It will work in either diagram.





2. Take ten (10) trees (any shape) and plant them into five (5) rows of four (4) trees each.

3. Connect the dots in the diagram below with four (4) straight lines without taking the pencil from the paper and without crossing or tracing any lines.



"Geography is the fun curriculum"

# THE ROAD-RUNNER

Vol. 1, No. 4 Fourth Week June 27, 1969

## GUEST LECTURER

Dr. Walter Rundell, Jr., Professor of History, University of Oklahoma, will be our guest lecturer on Tuesday, Wednesday, and Thursday, July 1, 2, and 3.

Dr. Rundell received his B.S. from the University of Texas and his M.A. and Ph.D. from The American University. This fall he will assume the chairmanship of the Department of History at Iowa State University. Dr. Rundell has authored a number of articles dealing with the American West and is a co-author of Probing the American West and Reflections of Western Historians.

Dr. Rundell will speak to the Institute on the topics: "A Spanish Frontier, 1500-1848;" "An American Frontier, 1848-1912;" and "The Twentieth Century Southwest." He has requested that you examine two books prior to his presentations. These are The Great Plains by Walter Prescott Webb and Sky Determines by Ross Calvin, both of which are available in our 8th floor library.

* * * * * * * * * *

## SPORTS NEWS

by

Grantland Korn

Goodman's Roadrunners have done it again! A determined G.T.U. nine made another attempt to de-feather the saucy Roadrunners but were again out dared on the bases by the antics of "Casey" Wook and crew.

Led by fireballing Bruce Begaie and a strong defensive effort, the G.T.U. troupe built an early 7-2 lead, but the Roadrunners were not disheartened. Encouraged by the support of wives and children, they came back strong and pressured the G.T.U. boys into key mistakes and managed a 7-7 tie at the end of regulation play.

Extra-inning play brought out the best of the Roadrunners. Classy Caroline Kline continued her fantastic display of place hitting as the rally got underway and the epitome of coolness was displayed by "Casey" Wook as he waited for his favorite pitch. The moment of truth arrived, however, as Giant Jim Palmer's hit sent Casey on his way with the winning run. The demoralized G.T.U. group could

**SPORTS NEWS (cont.)**

only gasp as Casey steamrolled around third and with superb speed beat the throw at home to give the Roadrunners a 9-8 decision.

Incidentally, the word is out that G.T.U. intends to water the diamond heavily prior to the next outing to slow mighty Casey down.

Wednesday's scheduled outing against the Earth Science Rattlesnakes was postponed due to excessive interest in chasing funnel clouds aross central Oklahoma.

* * * * * * * * * *

**MORE TRICKY INFORMATION**

Problem-Solving Techniques:

Ask what is meant by the question. When it is clarified, there will be no time left for the answer.

Retreat into analogies and discuss them until everyone has forgotten the original problem.

Appoint a committee.

Watch for more solutions next week.

- - - - - - - - - -

Is it really true:
"If you've seen one mile,
you've seen them all!"

Answers to last week's Island Puzzle.

1. Cuba, 2. Madagascar,
3. Java, 4. Great Britain,
5. Celon, 6. Borneo,
7. New Guinea (Papua),
8. Honshu, 9. Sumatra,
10. New Zealand, 11. Iceland,
12. Mindinao, 13. Luxon,
14. Celebes, 15. Hokkaido,
16. Hispaniola.

SOCIAL ACTIVITIES --

To facilitate planning some future events would you check the items below and return to any staff member or slide it under the door of room 30 (across from the Lab.

Yes No

☐ ☐ 1. Do you want to have a family picnic the 4th or 5th week (on a weekday evening)?

☐ ☐ 2. Do you want to have a final blow-out affair? (the last week) If yes - what would you prefer?

☐ Informal Social get-together

or

☐ Banquet type affair (dinner, etc.)

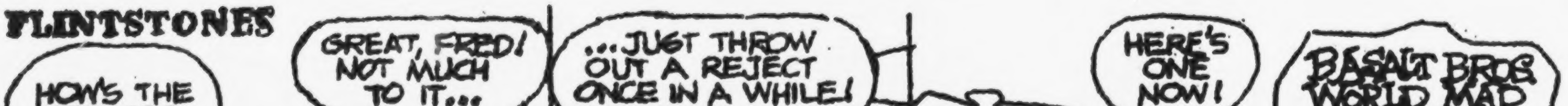
Suggestions for other activities:

______________________________

______________________________

SCHEDULE

| | | |
|---|---|---|
| Monday<br>June 30 | 8:30-11:30 a.m. | "The Concept of Regions and Regional Analysis: The Regions of the U.S."<br>Dr. Doerr |
| | 1:00-4:00 p.m. | Lab - Group III<br>Audio Tape Programming (Slides/Tape)<br>Photography<br>Mr. Sieve |
| Tuesday<br>July 1 | 8:30-11:30 a.m. | "Southwest History I: A Spanish Frontier"<br>Guest Lecturer - Dr. Walter Rundell |
| | 1:00-4:00 p.m. | Lab - Group IV<br>Audio Tape Programming (Slides/Tape)<br>Photography<br>Mr. Sieve |
| Wednesday<br>July 2 | 8:30-11:30 a.m. | "Southwest History II: An American Frontier"<br>Dr. Rundell |
| | 1:00-4:00 p.m. | "The Regional Character of Latin America and Its Relation to Mexico"<br>Dr. Hoy |
| Thursday<br>July 3 | 8:30-11:30 a.m. | "Southwest History III: 20th Century Southwest"<br>Dr. Rundell |
| | 1:00-4:00 p.m. | Project Seminar<br>"Regional Study: Essential Considerations"<br>Mr. Elam and Mr. Hodgman |
| Friday<br>July 4 | | ~~HOLIDAY~~ (Due to a lack of interest, today has been cancelled!) |


FLINTSTONES
HOW'S THE NEW JOB, HOMER?
GREAT, FRED! NOT MUCH TO IT...
...JUST THROW OUT A REJECT ONCE IN A WHILE!
HERE'S ONE NOW!
BASALT BROS WORLD MAP COMPANY
REJECTS

# THE ROAD-RUNNER

Vol. 1, No. 5 Fifth Week July 3, 1969

### A WORD FROM JMG

The Institute conducted at Tanque Verde, Arizona, last week is a manifestation of the current emphasis on evaluation. Any federal funding program such as NDEA, NSF, EPDA, etc., has to eventually answer the questions, "Are the intentions of the law being met?" "Is the taxpayer getting a fair deal for the millions poured into education?" Evaluation is not a new term nor a new problem to educators. We have always had to live with it, but we have for the most part largely ignored or avoided the problem. True false, multiple choice, fill in the blank questions are inserted at the appropriate time in the term to either indicate how well we have presented content to our students (the halo effect) or how dumb those students are. Very seldom do we try to measure our part of the instruction; or the effect our methods and content have in the total education of youth.

Evaluation is essential. Evaluation is difficult. Evaluation can be biased. As troublesome as evaluation is, it is still needed because:

1. Any evaluation effort with genuine and sincere intent must have accurately stated goals and objectives.
2. Goals and objectives, if well stated, force us into careful thought.
3. Consideration and reflection upon the education process may, hopefully, lead us from some of the less desirable ruts of tradition; those in which we loose sight of the reasons for our labor.

* * * * * * * * *

### GUEST LECTURERS

The fifth week of the Institute program features a number of guest lecturers. Monday and Tuesday will largely be devoted to a consideration of transportation characteristics of the Southwest which provides internal ties and contacts with surrounding regions. Dr. J. Edwin Becht, a Professor of Business (Transportation) at Western Illinois State University will be the consultant in this area.

On Wednesday and Thursday, three sessions will be devoted to pedagogic problems of working with Indian students. Dr. Robert Curry and Dr. Gene Shepherd, both of the College of Education, The University of Oklahoma, will participate in the afternoon sessions of Wednesday.and Thursday. They will alternate roles as lecturer and discussant. Dr. Willard Bass

## SCHEDULE

| | | |
|---|---|---|
| Monday<br>July 7 | 8:30-11:30 | Guest Lecturer - Dr. Becht<br>Economic Regions of the U.S. |
| | 1:00-4:00 | Dr. Becht |
| Tuesday<br>July 8 | 8:30-11:30 | Dr. Becht |
| | 1:00-4:00 | "Resource Base and Economic Activities of Mexico: The Geographic Regions of Northern Mexico"<br>Dr. Hoy |
| Wednesday<br>July 9 | 8:30-11:30 | Guest Lecturer<br>Dr. Willard Bass |
| | 1:00-4:00 | Guest Lecturers<br>Dr. Gene Shepherd and Dr. R. Curry |
| Thursday<br>July 10 | 8:30-11:30 | "Field Trip as a method of Instruction"<br>Mr. Elam and Mr. Hodgman |
| | 1:00-4:00 | Guest Lecturers<br>Drs. Curry and Shepherd |
| Friday<br>July 11 | 8:30-11:30 | "Economic Development Trends in U.S., Mexico, and the Southwest"<br>Dr. Doerr |
| | 1:00-4:00 | Open |

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## GUEST LECTURERS (cont.)

of the Southwestern Cooperative Educational Laboratory (Albuquerque), an Indian educational specialist, will discuss his findings in his research of Indian student achievements. Dr. Bass will be a discussant for the afternoon session on Wednesday.

Dr. Edward J. Casavantes will visit the Institute on Monday of the sixth week to discuss the Mexican-American student, especially his social-economic characteristics which influence his behavior in the educational atmosphere.

## TRIVIA

Historians have revealed that Mrs. Paul Revere put up quite a fuss the night her husband made his famous ride. She announced at the dinner table: "I don't care who's comming. It's my night to use the horse!"

- - - - - - - - -

The amount of heat energy released furing the condensation (and ultimate precipitation) of 1 inch of rain over one square mile
= 140,969,352,856 calories
or assuming 14,000 BTU's per ton of coal
1 BTU = 252 calories
this is equal to the heat energy released by burning 10,069,239 tons of coal!

# ESPANOLA HIGH SCHOOL EARLY BIRDS CONDUCT RURBAN LAND-USE STUDY

American History students in the classes taught by Pete Gomez at the Espanola High School completed a rurban land-use study of Espanola in the Spring of 1967. The area included in the study comprises the old school district #45.

The purpose of the study was three-fold: (1) to see how the land is being used in Espanola; (2) to see how acres of rural lands are being converted into urban areas; and (3) to study the tax structure of this area by actually counting homes, estimating their market value and figuring what should be paid in ad valorem taxes.

Eight teams of students were assigned specific areas of Espanola, and it was their responsibility to go to the community to identify the portion of the map that was assigned to them. Each team had a map, a rurban land-use key, notebooks and pencils.

The land-use key includes an instrument for determining eight types of major land-use - agricultural, residential, commercial, industrial, institutional, governmental, recreational and transportation. All eight uses are found within Espanola.

As the class has studied the history of the United States, they have observed the rapid disappearance of the frontier and the growth of cities and towns. Since the land area of the United States must continue to fulfill increasing demands from a growing population and a continuously growing economy, demands for land and its products and services change in form and intensity because of this continuous change.

Demands on agricultural land, as evidenced through this study by EHS students, will be subjected to increasing pressure from urbanization and increasing public facilities. Nationally, 4,500 acres of land are converted from rural use to urban use each day. Also, nationally as is true in Espanola, it is the best agricultural lands that are being covered with concrete and black top.

After the students completed their study, they began to ask many questions. Among the questions they asked are the following: "Will more land be needed to feed the increasing population?" "Will it be necessary to convert marginal land to agriculture?" "Will we be able to feed the people on less land?"

The students suggested that since Espanola is just beginning to feel the problems of growth, now is the time for the city council to appoint a planning commission that will study dynamic long-range urban land-use policies with consideration of effects on urban requirements. (For example, is the new sewer plant properly located or will we have a series of sewer plants along the Rio Grande?)

Since Espanola is a "bedroom" community for Los Alamos and Santa Fe, the students noted that there is a rapid conversion of agricultural land to residential land. There are still several farmsteads, but the major land-use of the residential area is the one-family residence. There are also several trailer homes but there are very few multi-family structures.

Back in the classroom after three days of field work, the students borrowed the adding machines from the Business Department to tabulate the worth of old district #45. According to their interpretation of the land-use key and the market value they gave to each property in the district, Espanola is worth $39,573,280. If there were no tax exemption for veterans and heads of families, a total of $268,036 should be collected in taxes within the area studied according to their figures.

The students then computed how much of this money collected from the taxes should go for the purposes intended on the 20-mill limitation as stated in the New Mexico Constitution.

The students make these recommendations for Espanola:

1. Streets should be widened
2. Streets should be paved
3. Urban renewal of certain areas in the city is needed
4. Better planning is needed
5. Long-range planning is needed
6. Idle lands should be used
7. Improvement of irrigation systems is needed

## RURBAN PROJECT

| | Market Value | Assessed Value | Tax |
|---|---|---|---|
| Team #1 | $ 9,475,480 | $ 3,126,908 | $ 62,538 |
| Team #2 | 2,233,000 | 861,518 | 17,230 |
| Team #3 | 9,500,070 | 3,135,023 | 62,700 |
| Team #4 | 2,742,000 | 869,997 | 17,800 |
| Team #5 | 2,045,000 | 583,570 | 13,316 |
| Team #6 | 6,056,800 | 1,998,744 | 39,774 |
| Team #7 | 4,510,250 | 1,488,382 | 29,767 |
| Team #8 | 3,010,680 | 984,208 | 24,911 |
| Totals | $39,573,280 | $13,048,350 | $268,036 |

# THE ROAD-RUNNER

Vol. I, No. 6 Eighth Week July 25, 1969

## OPEN HOUSE

There will be an open house for Institute participants and their wives at the home of Dr. and Mrs. Arthur H. Doerr, 1614 Holly Circle (far south end of Hollywood Ave.) Monday, July 28th, 8 to 10 p.m.

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## PROJECT PRESENTATIONS

Wednesday - July 30

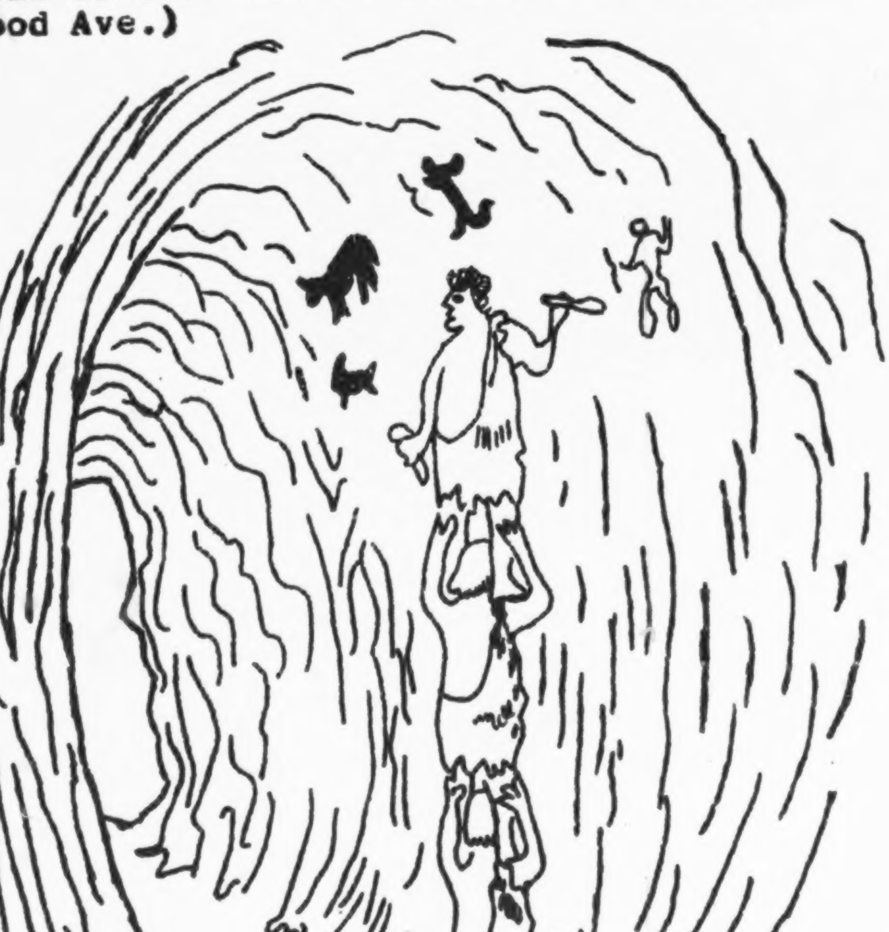
8:30-9:30: Tucson Team
10:00-10:30: Mr. Cross
10:30-11:00: Mr. Gomez
11:00-11:30: Mr. Herzing

1:00-1:30: Miss Kline
1:30-2:15: Mr. Brown and Mrs. Bayless
2:45-3:30: Mr. Ragsdale and Mrs. Taylor

Thursday - July 31

8:30-9:30: Alpine Team
10:00-10:30: Sister M. David
10:30-11:00: Wayne Vanderford
11:00-11:30: Mr. Schneider

1:00-1:30: Mr. Huffman
1:30-2:15: Mr. Nash, Mr. Hallford, and Mr. Robinson
2:45-3:30: Mr. Rydeski and Mr. Lucero



"This will make them think either that we had a ladder, or else that the floor subsided."

## Weekly Schedule

| | | |
|---|---|---|
| Monday<br>July 28 | 8:30-11:30 | Professional Organizations<br>Mr. Hodgman and Mr. Elam<br>(Turn in post-test) |
| Tuesday<br>July 29 | 8:30-11:30<br>1:00-4:00 | Slide Presentations<br>Mr. Sieve and staff |
| Wednesday<br>July 30 | 8:30-11:30<br>1:00-4:00 | Mr. Elam, Mr. Hodgman and staff |
| Thursday<br>July 31 | 8:30-11:30<br>1:00-4:00 | Mr. Elam, Mr. Hodgman and staff |
| | 7:00 p.m. | Final Awards Dinner<br>Place to be announced |
| Friday<br>August 1 | 8:30-11:30 | Final evaluation and summary<br>Staff |

HOPE YOUR GEOGRAPHIC ADVENTURES IN THE COMING YEAR

HAVE NO FAULT LINES!

July 30, Sunday (in Durango-Silverton)

[illegible] Denver, Rio Grande, Western Railroad
[illegible] Depart on "Silverton" narrow gauge Railroad
[illegible] Ar. Durango

July 31, Monday

[illegible] Lv. Durango
[illegible] Ar. Cortez
[illegible] Ar. [illegible] - Lunch

[illegible] Ar. Canyon de Chelly
Lv. Canyon de Chelly
[illegible] Ar. St. Michaels, check in at St. Michaels High School

[illegible]

[illegible] Lv. St. Michaels
[illegible]

[illegible] Museum
[illegible]

[illegible] Pueblo - Lunch

[illegible] check in at Alvarado Hotel

[illegible]

[illegible]
[illegible] Lunch

[illegible]
[illegible]

## EPDA FIELD TRIP JULY 16-23, 1969

### July 16, Wednesday

| miles | Time | |
|---|---|---|
| | 6:30 a.m | Lv. Norman |
| [illegible] | 10:[illegible]0 | Ar. Little Sahara, Sand Dunes |
| [illegible] | 12:00 noon | Lunch - Alabaster Caverns |
| 353.0 | 3:00 p.m. | Ar. Guymon, Texas Co. Feed Yards and Swift and Co. Packing Plant |
| | 4:30 | Lv. Guymon |
| 416.0 | 6:00 | Ar. Boise City, Check in at Longhorn Motel - Dinner |
| | 7:[illegible] | Ice Cream Party |

### July 17, Thursday

| miles | Time | |
|---|---|---|
| | [illegible]:00 a.m. | Lv. Boise City |
| [illegible] | 10:00 | Ar. Capulin National Monument |
| | 10:[illegible] | Lv. Capulin National Monument |
| [illegible] | 11:00 | Ar. Raton - Lunch |
| | 11:30 | Lv. Raton |
| [illegible] | 1:30 p.m. | Ar. Taos - Tour |
| | 3:30 | Lv. Taos |
| [illegible] | [illegible] | Ar. Santa Fe, Check in at La Fonda Hotel |

### July 18, Friday, in Santa Fe

| miles | Time | |
|---|---|---|
| | [illegible] | |
| | 12:[illegible] noon | Tour at [illegible] |
| | 1:00-[illegible]:00 | Urban Mapping Exercise (on foot) |
| | [illegible] | Lv. Santa Fe for Chimayo |

### July 19, Saturday

| miles | Time | |
|---|---|---|
| | 8:00 a.m. | Lv. Santa Fe |
| 68.0 | 9:15 | Ar. Ghost Ranch |
| | 11:[illegible]0 | Lv. Ghost Ranch |
| | 12:30 | Ar. Chama |
| [illegible] | [illegible] | Ar. [illegible] |
| | [illegible] | Lv. [illegible] |
| [illegible] | [illegible] | Ar. Durango, Check in at General Palmer House |

PUBLICITY

The Norman (Okla.) Transcript, Sun., Jan. 12, 1969 7

# Grant To Finance Geography Institute

OU, with the help of federal funds, will address itself to the needs of Mexican-Americans and Indians through an eight-week geography institute this summer. Dates of the institute will coincide with those of OU's regular summer session, June 3-July 29.

The University was advised recently that it has been awarded a $10,000 planning grant for the institute under the Educational Personnel Development Act of 1968. The grant will be administered by the Office of Education in the Department of Health, Education and Welfare (HEW).

Dr. James M. Goodman, OU associate professor of geography and director of the institute, said the 30 teachers who will attend the institute must come from the four-state area of Texas, Oklahoma, New Mexico and Arizona, where Mexican-Americans and Indians comprise a substantial percentage of the population. Preference will be given to teachers who are Indian or Mexican-American, Dr. Goodman said.

A major objective of the institute will be to improve the content of geographic education as it is presented to students from minority elements in the Southwest. Dr. Goodman hopes the program also will promote a positive attitude toward geography as "a sound and interesting academic discipline that can make a major contribution to the education of Southwestern Indian and Mexican-American youth."

Dr. Goodman said the institute, which is titled "Regional Geography of the American Southwest for Teachers and Trainers of Teachers of Indians and Mexican-Americans" will be an experimental or pilot program.

"We are going to train 30 individuals—10 who deal with training of teachers on a college level and 20 teachers of grades 7 through 12," Dr. Goodman said. "The teachers who are accepted for the institute must be teaching in a classroom that has a majority of Indians or Mexican-Americans."

Institute participants will be provided with a stipend of $75 a week during the institute and $15 a dependent each week of the program. All participants will pay for their lodging and meals, textbooks and supplies required for institute activities.

In the grant proposal submitted to HEW, Dr. Goodman pointed out that Mexican-Americans and Indians must have an understanding of their region and its relationship to adjacent areas if they are to assume a more productive role in modern society.

"The Indian and the Mexican-American cannot live in isolation," Dr. Goodman continued. "An appreciation of the American Southwest and how this area is now related to Mexico and adjacent regions of the United States is basic to an understanding of how they fit into the multicultural mosaic of American society. The mettle of a people so closely tied to a region can thus be strengthened to provide self-improvement."

Dr. Goodman said that in-service training of junior and senior high school teachers is necessary, but "an institute addressed to these participants alone does not spread its influence far." He decided to include trainers of teachers from colleges and universities in the four-state area.

In addition, the institute will serve as a practicum for doctoral students in the OU department of geography who have a special interest in geographic education.

While receiving training this summer at the University, the trainers of teachers will consult with the secondary school teachers and the institute's professional staff concerning development of programs at their resident colleges and universities.

Besides Dr. Goodman, institute staff members, all from the department of geography, include Dr. Arthur H. Doerr, professor and chairman of the department; Dr. Harry E. Hoy, professor, and three graduate students, Kenneth J. Sieve, Washington, Mo.; William Elam, Austin, Minn., and Leonard Hodgman, Dwight, Ill.

Persons wishing additional information on the institute may write to Dr. James M. Goodman, department of geography, OU, Norman, Okla. 73069.

PUBLICITY

THE DAILY OKLAHOMAN Tuesday, Jan. 14, 1969 15

# OU Project to Aid Indians, Latins

NORMAN — An experimental educational program geared to help Mexican-Americans and Indians will be conducted through an eight-week institute at the University of Oklahoma this summer.

The institute, titled "Regional Geography of the American Southwest for Teachers and Trainers of Teachers of Indians and Mexican-Americans," will be from June 3 to July 29.

"We're going to train 30 individuals — 10 who deal with training teachers on a college level and 20 teachers of grades 7 through 12," Dr. James M. Goodman, OU associate professor of geography and director of the institute, said.

"The teachers who are accepted for the institute must be teaching in a classroom that has majority of Indians or Mexican-Americans."

Participants must come from the four-state area of Texas, Oklahoma, New Mexico and Arizona, where Mexican-Americans and Indians comprise a substantial percentage of the population.

Preference will be given to teachers who are Indian or Mexican-American, Goodman said.

A major objective of the institute will be to improve the content of geographic education as it is presented to students from minority elements in the Southwest.

Goodman hopes the program will also promote a positive attitude toward geography as "a sound and interesting academic discipline that can make a major contribution to the education of Southwestern Indian and Mexican-American youth."

The institute is funded by a $10,000 planning grant under the Educational Personnel Development Act of 1968. The grant will be administered by the Office of Education in the Department of Health, Education and Welfare.

In the grant proposal submitted to HEW, Goodman said that Mexican-Americans and Indians must have an understanding of their region and its relationship to adjacent areas if they are to assume a more productive role in modern society.

"The Indian and the Mexican-American cannot live in isolation," Goodman said.

"An appreciation of the American Southwest and how this area is now related to Mexico and adjacent regions of the United States is basic to an understanding of how they fit into the multicultural mosaic of American society.

"The mettle of a people so closely tied to a region can thus be strengthened to provide self-improvement."

Institute participants will be provided with a stipend of $75 a week during the institute and $15 a dependent each week of the program.

They will pay for their lodging and meals, textbooks and supplies required for institute activities, and lodging and meal expenses incurred during field trips.

Besides Goodman, institute staff members, all from the department of geography, include Dr. Arthur H. Doerr, professor and chairman of the department; Dr. Harry E. Hoy, professor, and three graduate students, Kenneth J. Sieve, Washington, Mo.; William Elam, Austin, Minn., and Leonard Hodgman, Dwight, Ill.

PUBLICITY

# Regional Geography Institute Schedules Training Session

The Institute for the Regional Geography of the American Southwest for teachers and trainers of teachers of Indians and Mexican-Americans will be conducted at OU June 9 through August 1, by the OU Department of Geography. The program is supported by the United States Office of Education as authorized under the Educational Personnel Development Act of 1968.

The institute is designed to provide training in regional geography of the American Southwest for teachers and trainers of teachers of Indian and Mexican-American students. The main premise of the program is based on the view that an understanding of the Indian and Mexican-American's local and regional geographic environment will assist in the instillation of regional pride and identity in a unique multiculture area of the United States.

By the inclusion of trainers of teachers in the program it is hoped that the efforts expended can be carried on the teacher training institutions within the southwestern United States.

Twenty-five participants have been selected to attend the Institute. These include teachers from colleges and universities, classroom teachers in grades 7-12, or supervisors, coordinators or administrators of junior or senior high schools.

The staff of the institute includes: Dr. James M. Goodman, associate professor of geography, director; Dr. Arthur M. Doerr, professor of geography, lecturer; Dr. Harry E. Hoy, professor of geography, lecturer; Kenneth J. Sieve, William E. Elam and Leonard Hodgeman who are special instructors and will be working in transfer-translation actitivies.

One of the major events of the institute will be an eight-day field trip beginning July 16. The group is to leave Norman July 16 and travel to Boise City in the Oklahoma Panhandle for the purpose of observing the changing land drifts from east to west. From Boise City the participants of the institute will visit Santa Fe, N.M. where they will study New Mexican history, art and culture at the Museum of New Mexico.

The group will also prepare urban land-use maps of Santa Fe for comparison with similar maps made of Norman.

Other points of interest on the trip include: the Chama River Valley and Ghost Ranch in New Mexico, Pagosta Springs, Durango and Silvertown, Colo., Monument Valley and the Canyon de Chelly Cliff Dwellings in Arizona, and a tour of the Navajo Tribal Museum at Window Rock, the Laguna Pueblo and Albuquerque, N.M.

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# *Exciting Trip Planned*

A railroad trip on the Rio Grande's World Famous Durango to Silverton (Colo.) Railroad and an overnight stay at St. Michaels Indian School on the Navajo Indian Reservation in Arizona are among activities scheduled for participants in a summer institute during a week-long field trip.

Twenty-five persons from Oklahoma, Texas, New Mexico and Arizona, most of them teachers in classrooms that have a majority of Indians or Mexican-Americans, are enrolled in the institute on the Regional Geography of the American Southwest.

The participants and six institute members left Norman early Wednesday by bus on a regional field study of the Southwest that will take them through five states: Oklahoma, Texas, New Mexico, Colorado and Arizona.

Purpose of the field trip is to give instituters an opportunity to establish a regional identity to the Southwest by studying the physical geography of each region and the role that regional consciousness plays in the cultural identity of the Southwest.

Dr. James M. Goodman, OU associate professor of geography, is institute director.

The first day of the field trip will take the OU group to Little Sahara Recreation Area, Alabaster Caverns State Park, Guymon and Boise City, where the Chamber of Commerce will host an ice cream social for the visitors.

After an overnight stay in Boise City, the institute participants and staff will travel to the Capulin Mountain National Monument, Raton, Taos and Santa Fe, N.M.

Additional spots the group will visit include Santa Fe museums, St. Michaels Indian School in Arizona, a Laguna, N.M., Navajo tribal museum, and Ghost Ranch, also in New Mexico. Some of the cities they will stop in are Chama and Aztec N.M., Cortez, Colo., and Amarillo, Tex.

# OU EPDA GEOGRAPHY INSTITUTE EVALUATION

## ADDENDUM REPORT: PRETEST VS. POSTTEST ANALYSES

September 1, 1969

**Preface:** This report is the companion effort to the "Preliminary Evaluation Statement," dated August 18, 1969. The earlier statement presented a review of the Institute from the planning and organizational stage, to the examination of pretesting data, and then the on-site evaluation which included individual and group interviews, observation of the term efforts of the persons in the Institute, and examination of the Institute participants' professional development through a variety of expressions. The fuller statement of the evaluative process followed in evaluating the Institute is contained in the preliminary statement and the interested reader can obtain the step-by-step reporting in that statement. The Addendum Report presents the analysis and interpretation of the posttest data, as related to the pretest data, which was not available at the time of writing the preliminary report.

### Methodology

To assess change between pretest and posttest performances, analysis of variance with repeated measures was performed on the two sets of data. In some cases, the data were ranked also so that the reader would not only be able to see whether a significant change occurred on an item but also whether an item shifted in relative position to other items. In other cases, simple frequency counts were made and the proportion of respondents choosing each item alternative is reported. A brief statement on statistical procedures employed will be presented in the various sections of this report.

### Results and Discussion

In each section of the results to be presented, an effort will be made

SP 000427

to interpret the results in that section rather than summarizing the results at the end of the report. In this way, the reader should be better able to follow assessment and interpretive procedure. The mean scores for a particular variable may be found to differ slightly in separate reportings due to the fact that the number of respondents differed in performing the separate analyses because of incomplete data or requirements of the computer programs.

Table 1 shows the results of the analyses of variance performed on the 126 scale and item variables for which pre and post scores were available. Due to the fact that the same respondents were tested on two occasions, repeated-measures analysis of variance was employed. A probability value of .10 or less was considered to be statistically significant. Thirty-one of the first 72 variables were significant under this standard. (The last 54 variables are single-item variables concerned with attitudes toward various social considerations. For analyzing these items, a probability level of $p = .20$ or less was considered significant and worthy of discussion. The concern here was that it is, of course, more difficult for individual items to attain a high level of significance as compared with scales because of the relatively lower amounts of variance associated with individual items. Also, however, the items of $p = .20$ or less are selected out to indicate trends that were emerging in the attitudes of the Institute participants, this being a matter that would seem to be of importance to planning and assessing subsequent institutes.

Table 1 cites abbreviated descriptions of each of the variables. A fuller description of various subsets of variables is contained in subsequent tables.

Table 2 shows the results of the pre and post analyses in regard to the rated importance of Geographical Study Areas. Institute respondents were asked to state the importance of each of the ten areas on a scale ranging from 0 to 10. The average importance ratings for the pretest and posttest are shown, along with the rankings of items where 1 indicates most important and 10 indicates least important. Also shown with asterisks are those areas which showed significant increases in attributed importance between the two testings.

Significant differences were registered by eight of the 10 area items with all ten items receiving higher importance ratings on the posttest. If 6.0 is taken as the theoretical neutral point, it is interesting to note that, while on the pretest five items were at the neutral point or below, on the posttest only the lowest item ("foreign trade") was found around the theoretical neutral point. The indication seems to be that Institute participants became rather dramatically aware of the importance of a number of areas of geography about which they had previously been unaware or indifferent. They obviously found a breadth to Geography that had not been perceived when the Institute began.

Examination of the pre and post rankings found "Landforms" and "Foreign Trade" maintaining 1st and 10th positions in rated importance. Areas showing largest drop in importance rankings are "Population Numbers" (2nd to 7th) and "Place Names" (7th to 9th). Increases in rated importance were registered by "Cultural Diffusion" (5th to 3rd), "Areal Differentiation" (6th to 2nd), and "Sequent Occupance" (8th to 6th).

Obviously, the Institute was notably successful in enlarging the geographical perspective of Institute participants. Geography became less fact and name-number oriented for the participants as they became more aware of the processes of geography, historical, scientific, and cultural.

Table 3 presents "Cultural Factors in Southwest" results. Institute members were asked to rate the importance (10 = most; 0 = least) for a number of behavioral adjectives and social designators as applied to the Southwest. In Table 3, the mean importance ratings for the pretest and posttest are shown, accompanied by the ranks for each variable. Asterisks are located by those variables whereon significant differences (p = .10 or less) were observed between pre and post testings. Some major findings from Table 3 are: (a) Institute members indicated a general tendency to assign greater importance to variables on the posttest. On 24 of the 26 items the posttest ratings were greater than the pretest ratings. (b) Ten of the variables showed significant differences between the two rating periods. These variables are: open-friendly-outgoing, prideful, clean, Spanish-American, happy-gay, Indian dialects, quick-witty-intelligent, Chicanos, Red Power, and Black Power. (c) Only two variables received lower posttest importance ratings, these being Closed-reserved-quiet personality, and Dirty. Although significant decrements were not found, this finding is important in that generally an upward push on importance ratings was observed. (d) The median of the pretest ratings was 5.03 and the median for the posttest ratings was 6.67, indicating that indeed Institute members were operating under an increased importance "set" on the posttest. (e) An examination of the ranks, with 1 being the most important ranking, reveals that nine of the variables shifted at least 2.5 positions between post and pre testings. Variables ranked higher on posttest than pretest are: Spanish-American (from 8th to 3rd), Open-friendly-outgoing (from 5th to 1st), Chicanos (from 20th to 13.5), and Black Power (from 25th to 21th). Variables dropping in relative importance between pretest and posttest are: Mexican-American (from 3rd to 9th), Closed, reserved personality (from 15.5 to 18th), and Dirty (18.5 to 24th).

Reflecting briefly upon these data, there is an indication that Institute participants became increasingly aware of cultural variables in the Southwest during the Institute experience. Some "Cherished" views of the people of the Southwest underwent change. The people of the Southwest were perceived not so much as closed and reserved and dirty, but as open and friendly and clean and happy. The most significant gains in scores over the two testings were on the "open, friendly, outgoing," and "happy, gay." Obviously study and contact with the peoples of the region resulted in a better understanding of the personality of these people and the attribution of greater importance to Spanish-American, Chicanos, and Indian dialects than before. If a single most important point were to be singled out from Table 3, it would quite possibly have to be that Institute members experienced an alteration of old conceptions about the peoples of the Southwest. The emphasis after the Institute was more upon the friendly, clean, prideful, and witty and less so with closed-reserved, dirty, and slow. An interesting sidelight is the reversal between Spanish-American and Mexican-American ratings and rankings between pre and post testings. The Spanish-American was perceived as more important than the Mexican-American on the posttest, while the reverse was true on the pretest. Obviously, some of the Institute experiences resulted in becoming aware of regional distinctions between the two cultural heritages. Experiences during the field trip in northern New Mexico might account for an increased emphasis upon the importance of Spanish-American influence. While the rating for Mexican-American remained virtually constant and the ranking dropped, both the rating and the ranking for "Chicanos" rose sharply.

Table 14 presents the results of "Economic Factors in the Southwest." Of the 17 variables, six increased in importance ratings significantly. Importance ratings between the two testings were the same or higher on the posttest than on the pretest, with the exception of "Hardwoods." The largest increases in importance ratings were registered by Coal and Copper. Water received the highest rating and most important ranking; Air Pollution was seen as the least important economic factor in the Southwest. The interesting shifts in ranks between pretest and posttest were: Natural Gas (from 4th to 8th), Military Bases (7th to 10th), Grazing (2.5 to 6.5), Petroleum (5th to 2nd), Copper (10th to 3.5), and Tourism (6th to 3.5).

Table 5 presents the results of the various content tests utilized in the Institute on a pre-post basis. Significant changes in learning occurred on the History of Southwest, Locate SW Features, Map and Photo Reading, and Geographic Terms and Facts. Improvements but not quite significant were shown on General History of Southwest and the Map Reading Test. Thus, the Institute was successful in its objectives of helping Institute participants gain historical perspective of the Southwest, gain knowledge of the landforms and features of the Southwest, and gain skill in utilizing various kinds of geographic materials. Although no test of ability to operate a variety of media equipment was employed on a formal basis, Institute participants reported greatly improved ability in operating media equipment and preparing a variety of instructional materials that were to be employed in their home area schools.

Previous sections of this report have dealt with Institute members' perceptions of the study areas of geography, perceptions of cultural and economic factors in the Southwest, and their learning of geographic facts, terms, concepts, and processes. Table 6 presents now some data on attitude change, or perhaps beliefs would be a more appropriate term. In Table 6, those items which showed significant changes between pre and post testings are listed. For assessing change on these item variables, a probability value of .20 or less was taken to be significant. Twelve items met this criterion. The item means on pretest and posttest can be obtained from Table 1, page 3-5. In interpreting the significant changes on the 12 items, there is the indication from items 7, 8, 13, and 14 that the importance of social class in understanding ethnic minority group youngsters should not be overlooked. Institute participants report increased appreciation for the role of economic necessity and the importance of the "culture of poverty " considerations in understanding the behavior of their students. Ethnic factors or characteristics are frequently confounded with social class considerations, since many members of ethnic minority groups are of lower social class membership. By far the most significant item was number 8, an item that dealt with the behavior of lower social class individuals. The item reads: "Lower social class individuals are, because of economic necessity, compelled to rely upon the support and approval of friends, relatives, and neighbors." On the six-point scale ranging from Highly Disagree to Highly Agree, this item changed from approximately Slightly Disagree to Agree. Items 36 and 38 provide some additional information that

Institute participants had been encouraged to think less in terms of ethnicity than in social class terms. Item 17 also, with supportive comment obtained from Institute participants, is interpreted as down-playing the role of ethnicity in encouraging the academic and vocational interests and achievements of Mexican-American and Indian students. The primary concern inferred here is in dealing with the poverty (lower social class) factors that must be understood in dealing with the economically-disadvantaged children of whatever ethnicity.

Institute members were upon graduation less in agreement with the notion that teaching Anglo students abouththe heritages of the ethnic minority groups in the region would promote goodwill and acceptance of the minority group student by Anglo students. The item that refers is number 20, and pertinent to understanding this item is the fact that very considerable discussion in the Institute centered around the concept of "cultural pride." After considerable debate between Institute faculty and participants the terms cultural pride and heritage were replaced by cultural awareness or understanding. Perhaps even more important is the possibility that Institute members realized that teaching history of cultures will not by itself result in better understanding of the Mexican or Indian of himself and his culture or result in increased understanding of ethnic minority group youngsters by Anglo students. Geography is, of course, an important and logical vehicle for beginning an approach or effort to cross-cultural understanding among people. Institute participants were possibly thinking of the necessity for incorporating sociological and psychological considerations in their process of teaching in their home schools and the need for interpersonal contacts in promoting cross-cultural good will, all of which were things undertaken to some degree by the Institute.

Institute members also agreed more highly that institutes in geography are vital because college level trainers of teachers have little background in the area of geography. The members repeatedly in the interview sessions reported that their view of the breadth and importance of geography had grown tremendously and that because of their Institute experiences they would be better prepared to teach a living geography in their home schools.

Finally, items 41, 42, and 50 are somewhat difficult to interpret. Item 41, by itself, "What is right and good at one time and place may not be right and good for all times and places," was agreed with more after the Institute than before, and this result is not unexpected in the perspective that the Institute might be said to encourage less biased, less conservative, more cultural and historically-relevant thinking. In this light, it is difficult to assess the more absolutistic tendency in items 42 and 50. On the 42nd item, Institute members answered more disagree to "Questions of values and morals should be taken out of their traditional supernatural setting and put in a naturalistic setting. On item 50, they agree less, upon the expiration of the Institute than at the beginning, with the statement: "The traditional moral standards of our culture should not be accepted; they should be examined and tested in solving the present problems of students." Perhaps, these items tap some very basic psycho-social dimension related to core middle-class culture in the U.S., so that while some understanding has been generated by the Institute to help members interact more "warmly" toward members of other cultures, only a start has been made to modify deep-seated beliefs or attitudes. The Institute would appear to have been notably successful in "opening the door," in helping teachers to think, see, and understand the world of the ethnic minority group child and that geography is conceptually broad enough to be the vehicle for promoting cross-cultural acceptance and understanding. It should also be noted that since no grades were awarded in the Institute and since Institute members were informed that an independent evaluation was being accomplished and that the tests were to be utilized by the evaluator in assessing change, Institute members probably felt little or no constraint in making direct and free comments on the various questionnaires administered them. If this be the case, then there is additional reason for being optimistic that various attitudes toward ethnic minority group children were indeed affected by the Institute experiences, particularly in regard to the socio-economic factors or forces that impinge upon them to affect their motivation for school and achievement.

The final portion of this data analysis report is concerned with analyzing the results of the pre and post testing on items dealing with characteristic descriptors of the Southwest. These results are shown in Table 7. The major results are: (a) The modal response (the response given by the most people) was the same for eight of the 10 items, although some shifting around occurred to increase or decrease the percentages between the two testings. (b) Items 4 and 9 saw new modal responses being made on the posttest. Item 4, asking whether cowboy, soldier, merchant, or tourist is most characteristic, saw the pretest modal response of cowboy change to posttest modal response, tourist. Item 9 on the pretest showed 68% of Institute members choosing desert as most typical of Southwest. The posttest modal response was actually bimodal with desert and grassland receiving 48% of the responses. (c) Some items increased considerably in size of modal response from pre to post testing. Item 1 found increased support for the composition of the Southwest to be California, Arizona, 3 OF 3

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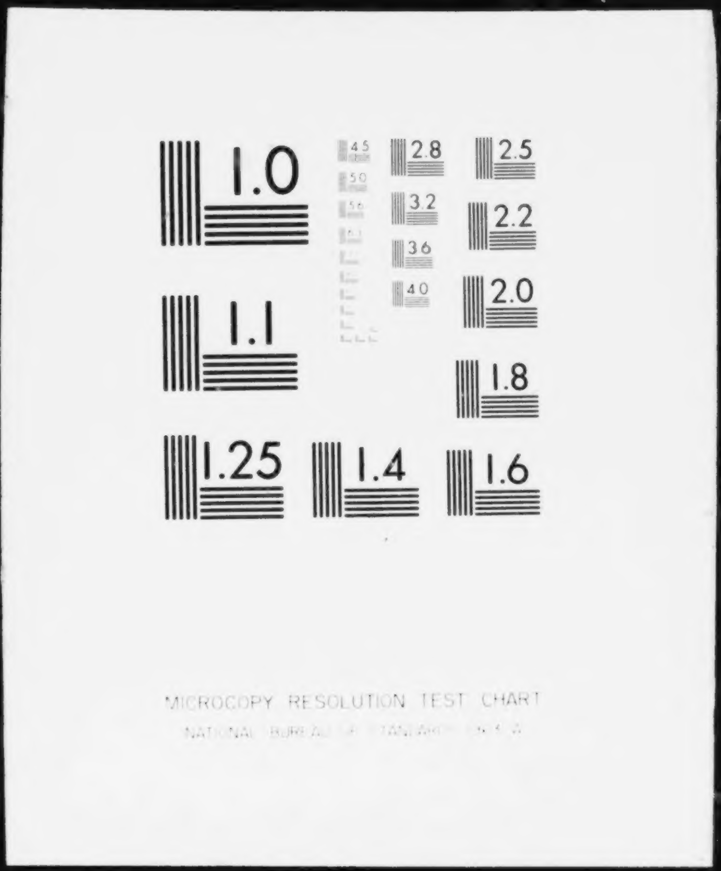
1.0
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1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

New Mexico, Texas, and Oklahoma (from 52% to 72%). Item 2 found increased agreement that the Southwest was transitional in climate, vegetation and landforms (64% to 84%). On Item 4, tourist jumped from 24% to 48%, a finding which probably reflects the number of tourists encountered by the members on the field trip. Cattle and mesas and buttes (items 6 and 8) increased in size of modal responses. Item 9 shows grasslands increasing from 24% to 48% while desert dropped from 68% to 48%. (d) Some other interesting aspects of the descriptors data are probably attributable to the field trip experience. On item 7, "hot" picked up from 64% to 72% of the responses, at the expense of "warm" and "cool." On item 5, the colors "red," and "blue" picked up responses from "brown." Blue, particularly, increased from 4% to 20% of the responses.

These data are particularly interesting because they demonstrate the diversity of conceptions about the Southwest and because they point up rather vividly the impact of a field trip experience. Institute members often altered their conceptions of the Southwest through the experiences of sight and sound, by looking and talking with people in the region. They became aware of the colors of the earth and sky and the diversity of the terrain. And in a real sense, the field trip not only put the entire Institute into perspective, "put it together as far as theory and practice was concerned," according to several Institute members, but the trip itself exemplified the purpose of the Institute which was to promote awareness of the Southwest, its land and its people, so that these new-found perceptions and conceptions could be communicated to the children of the Southwest, thereby bringing into perspective and possibly a new cross-cultural awareness that would foster and promote learning and individual development in the schools.

7

## Miscellaneous Results

This section will briefly report on a potpourri of matters concerned with the results of some of individual scales used in the evaluation but which were not reported upon previously.

(1) No differences were found between pre and post tests on the "Content vs. Student Orientation Scale," variables 63 and 64. The scale is divided into (a) actually does and (b) should do. The Institute participants reported that it was more important to be student-oriented than content-oriented, but they also reported that teachers usually emphasize the content at the expense of the student- approach. The student-approach emphasizes helping students establish friendly relationships with classmates, helping students acquire good study habits (rather than emphasizing content to be learned), helping students feel successful by rewarding correct responses rather than correcting incorrect response. There is some evidence that Institute participants are more student-oriented following the Institute in that they report that the more serious failing in a teacher is a "severe and aloof manner (variable 73) rather than inadequate mastery of subject material to be taught." From pre to post Institute they significantly modified their approach toward the student-oriented direction.

(2) Variable 65 represents the Rotter Internal vs. External Control Scale, a high score on which indicates a greater concern and reliance upon the operation of fate, luck, chance, or destiny. Compared to the pretest, Institute members indicated that they felt on the posttest that Mexican and Indian youngsters were more externally-controlled by forces outside themselves than the teachers had previously felt. The Institute experiences here again seem to have produced a greater understanding on the part of

participants to the effect that socio-economic forces are powerful influences upon the lives of ethnic minority group students who are of lower social class backgrounds. In many instances, the lower class youngster is found to feel that he is not and cannot be responsible for his fate and that he is at the mercy of forces outside himself. This is the effect of the "Culture of Poverty." In Variable 66, the Institute members report that Anglo youngsters, by an large and thusly probably middle class, or predominantly internally-controlled rather than externally-controlled.

(3) There was a slight, but not significantly, tendency for participants to become less authoritarian, as measured by the Adorno, et al. Authoritarianism (F-scale) measure. The F-scale is varible 67.

(4) On Variable 126, we find a slightly significant tendency for Institute participants to decrease the number of Slightly Agree and Slightly Disagree responses to the various items in the Questionnaire. Since no neutral point was used, the SA and SD responses might be taken to indicate, cumulatively, a tendency to be neutral or avoid taking a position. The mean number of times SA or SD was checked dropped from pretest to posttest and one inference that might be made is that the Institute experience assisted or prompted individuals to adopt more definite positions. It is very likely that this is what happened, particularly in regard to considerations of social class in ethnic minority group pupils, since a number of the significant differences in attitude occurred along the line of "Culture of Poverty" considerations.

## Summary

The Institute was found to have produced significant changes in the perceptions of the Institute participants in regard to the breadth and importance of geography, to the numerous cultural and economic factors operating in the Southwest, and to the utilization of geography to teach a better understanding of man by man. Institute members have learned the content of the Institute, they have learned to operate media equipment and prepare instructional materials, and they now have a conceptual framework to perform the teaching of geography in the home schools. The Institute has resulted in some modifications of attitude, leading to an acceptance and better understanding of the ethnic minority group pupil and a better understanding of the forces that impinge upon him. The field trip experience produced the opening of vistas for thought and communication--the Southwest took on new characteristics through the field experience and the instruction provided by the Institute staff. A fact and number type of geography that dulled pupils through the years has been replaced for these Institute participants by a vital and living geography, a study of man in his environment, and the interaction of man with man and nature.

Specific strategies to apply the vast amount of information and experience assembled into each Institute participant for the purposes of instruction of youngsters in the home school, particularly ethnic minority group youngsters, awaits the ingenuity of each participant. He or she now has the tools and skills and some instructional guides, but the implementation and adaptation of tools, skills, and principles requires the continued efforts of the participant. The Institute staff has offered continuing assistance to various schools represented by the participants. The participants themselves have overwhelmingly endorsed the Institute and asked for a second institute which would build upon the one just completed, bringing in increased amounts of sociological-psychological-cultural expertise.

Although this was only an eight-week institute, it would be, by any longer standard, rated a definite success!! We, the evaluation team, are pleased to echo the words of the great majority of Institute participants who have in numerous ways expressed, "Well done, Institute Staff, Well done!" It is hoped that the comments, consultations, critiques, and reports issued by the Evaluation Team will be of immediate and future usefulness because we do indeed share the enthusiasm and professionalism generated by the staff among the participants and the long-term and immediate goals of the Institute.

Respectfully submitted, on behalf of the Southwestern Cooperative Educational
Laboratory, Albuquerque, New Mexico

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University of Oklahoma EPDA Geography Institute
Pretest vs. Posttest Analyses

Table I. Report of Analyses of Variance

| Variable | Pretest Mean | Posttest Mean | F-Ratio | Probability | Variable Description |
|---|---|---|---|---|---|
| 1 | 10.28 | 13.00 | 19.614 | .0006** | History of Southwest |
| 2 | 4.17 | 4.72 | 1.001 | .1949 | General History of S.W. |
| 3 | 11.83 | 14.22 | 28.971 | .0001** | Locate S.W. Features |
| 4 | 9.33 | 10.00 | 1.889 | .1846 | Economic Factors:<br>Water |
| 5 | 8.39 | 8.39 | 0. | 1.0000 | Natural Gas |
| 6 | 2.94 | 5.11 | 17.000 | .0010** | Coal |
| 7 | 3.22 | 4.06 | 1.261 | .2767 | Iron |
| 8 | 5.33 | 4.67 | .800 | .6128 | Hardwoods |
| 9 | 5.56 | 7.06 | 2.643 | .1192 | Sand, Gravel, Clay |
| 10 | 7.89 | 7.89 | 0. | 1.0000 | Military Bases |
| 11 | 8.50 | 8.50 | 0. | 1.0000 | Grazing |
| 12 | 2.50 | 3.56 | 1.516 | .2335 | Air pollution |
| 13 | 7.00 | 8.22 | 4.349 | .0500** | Soil |
| 14 | 8.22 | 9.11 | 4.335 | .0503** | Petroleum |
| 15 | 6.89 | 8.72 | 17.582 | .0009** | Copper |
| 16 | 7.50 | 8.50 | 2.684 | .1165 | Grass |
| 17 | 5.11 | 6.67 | 4.733 | .0418** | Softwoods, etc. |
| 18 | 8.06 | 8.72 | 2.615 | .1210 | Tourism-rec. |
| 19 | 6.78 | 7.67 | 2.886 | .1044* | Manufacturing |
| 20 | 8.50 | 8.67 | .191 | .6707 | Irrigation |
| 21 | 6.44 | 7.17 | 1.781 | .1973 | I. Map Reading |
| 22 | 2.67 | 3.33 | 4.000 | .0590* | II. Topographic Map Reading |
| 23 | 4.67 | 6.94 | 34.808 | .0001** | III. Geographic Terms & Facts |
| 24 | 13.78 | 17.44 | 15.351 | .0014** | Total: I,II,III. |
| 25 | 7.33 | 10.56 | 27.129 | .0002** | Total: I, III. |

| Variable | Pretest Mean | Posttest Mean | F-Ratio | Probability | Variable Description |
|---|---|---|---|---|---|
| 26 | 11.11 | 14.06 | 14.041 | .0019 | **Total: II, III.** |
| 27 | 6.56 | 7.50 | 2.375 | .1386 | **Cultural Factors:**<br>**Poverty** |
| 28 | 4.89 | 6.11 | 2.367 | .1392 | **Wealth** |
| 29 | 6.44 | 7.89 | 6.232 | .0220** | **Spanish-American** |
| 30 | 7.67 | 7.66 | .011 | .9127 | **Mexican-American** |
| 31 | 7.00 | 7.72 | 1.635 | .2162 | **Spanish Language** |
| 32 | 5.56 | 7.06 | 5.358 | .0317** | **Indian Dialects** |
| 33 | 2.28 | 3.89 | 5.357 | .0317** | **Red Power** |
| 34 | 6.89 | 9.00 | 19.000 | .0007** | **Open, friendly, ourgoing** |
| 35 | 6.17 | 7.56 | 3.928 | .0612* | **Clean** |
| 36 | 6.61 | 7.67 | 3.073 | .0944* | **Prideful** |
| 37 | 5.17 | 6.83 | 6.538 | .0194** | **Quick, witty, intelligent** |
| 38 | 5.50 | 7.33 | 15.015 | .0015** | **Happy, gay** |
| 39 | 3.83 | 4.67 | 1.923 | .1808 | **Cosmopolitan** |
| 40 | 3.33 | 6.67 | 15.044 | .0015** | **Chicanos** |
| 41 | 2.00 | 3.94 | 10.428 | .0051** | **Black Power** |
| 42 | 6.06 | 6.67 | 1.000 | .3330 | **Babtist** |
| 43 | 7.72 | 8.06 | .630 | .5560 | **Roman Catholic** |
| 44 | 1.89 | 2.61 | 1.357 | .2593 | **Agnosticism** |
| 45 | 7.28 | 7.44 | .117 | .7352 | **Conservative** |
| 46 | 3.50 | 4.28 | .959 | .6570 | **Liberal** |
| 47 | 4.67 | 4.50 | .106 | .7473 | **Closed, reserved, quiet personality** |
| 48 | 3.50 | 3.17 | .708 | .5836 | **Dirty** |
| 49 | 2.44 | 4.00 | 1.171 | .2946 | **Shameful** |
| 50 | 2.78 | 3.44 | .654 | .5648 | **Slow, dull, ignorant** |
| 51 | 2.28 | 2.83 | .476 | .5059 | **Sad, unhappy** |
| 52 | 4.67 | 5.33 | 1.417 | .2492 | **Provincial** |

| Variable | Pretest Mean | Posttest Mean | F-Ratio | Probability | Variable Description<br>GEOGRAPHY STUDY AREAS |
|---|---|---|---|---|---|
| 53 | 5.89 | 7.50 | 3.075 | .0943* | Place Names |
| 54 | 5.44 | 8.11 | 13.949 | .0019** | Sequent Occupance |
| 55 | 4.94 | 6.28 | 3.443 | .0779* | Foreign Trade |
| 56 | 7.22 | 8.33 | 4.509 | .0464** | Agricultural Crops |
| 57 | 7.83 | 7.94 | .045 | .8285 | Population Numbers |
| 58 | 6.61 | 8.61 | 9.714 | .0063** | Aerial Differentiation |
| 59 | 7.39 | 8.56 | 6.457 | .0201** | Cultural Diffusion |
| 60 | 8.72 | 9.06 | .459 | .5134 | Landforms |
| 61 | 5.44 | 7.94 | 12.379 | .0029** | Functional Organizations |
| 62 | 7.22 | 8.39 | 4.407 | .0486** | Landscape Analysis |
| 63 | 1.06 | .83 | .654 | .5648 | Teachers "Actually Does" Item |
| 64 | 2.72 | 2.67 | .191 | .6707 | Teachers "Should Do" items |
| 65 | 8.72 | 10.94 | 8.936 | .0081** | Internal vs. External Control (I-E) Scale (Mex. & Indians) |
| 66 | 3.44 | 3.00 | .368 | .5586 | I-E Scale: Anglos |
| 67 | 44.67 | 43.17 | .544 | .5228 | F-Scale (Authoritarianism) |
| 68 | 4.56 | 4.56 | 0. | 1.0000 | Item 15 |
| 69 | 39.94 | 37.78 | 2.028 | .1698 | Strodtbeck Value Ach. Scale |
| 70 | 3.89 | 4.22 | .810 | .6157 | Item: 25 |
| 71 | 4.11 | 4.39 | .410 | .5369 | Item: 26 |
| 72 | 8.00 | 8.61 | .781 | .6071 | Items: 25 & 26 |
| 73 | .44 | .61 | 3.400 | .0796** | Item 1, page 5 |
| 74 | .56 | .56 | 0. | 1.0000 | Item 2, page 5 |
| 75 | 3.17 | 3.61 | .699 | .5806 | Item 1, page 14 |
| 76 | 4.056 | 4.28 | .351 | .5678 | Item 2, page 14 |
| 77 | 4.61 | 4.67 | .018 | .8905 | Item 3, page 14 |
| 78 | 4.11 | 3.89 | .791 | .6100 | Item 4, page 14 |
| 79 | 3.50 | 3.83 | .773 | .6044 | Item 5, page 14 |
| 80 | 4.06 | 3.89 | .183 | .6771 | Item 6, page 14 |

| riable | Pretest Mean | Posttest Mean | F-Ratio | Probability | Variable Description |
|---|---|---|---|---|---|
| 81 | 4.39 | 4.94 | 2.742 | .1129* | Item 7, page 14 |
| 82 | 3.67 | 4.94 | 13.284 | .0023** | Item 8, page 14 |
| 83 | 4.44 | 4.72 | .628 | .5554 | Item 9, page 14 |
| 84 | 3.33 | 3.78 | .938 | .6517 | Item 10, page 15 |
| 85 | 4.28 | 4.56 | .747 | .5963 | Item 11, page 15 |
| 86 | 4.44 | 4.56 | .486 | .5016 | Item 12, page 15 |
| 87 | 2.72 | 2.22 | 2.887 | .1043** | Item 13, page 15 |
| 88 | 3.33 | 2.72 | 1.835 | .1908* | Item 14, page 15 |
| 89 | 4.33 | 4.50 | .378 | .5532 | Item 15, page 15 |
| 90 | 3.94 | 4.22 | .797 | .6120 | Item 16, page 15 |
| 91 | 5.50 | 5.17 | 2.429 | .1344* | Item 17, page 15 |
| 92 | 5.50 | 5.33 | 1.308 | .2681 | Item 18, page 15 |
| 93 | 5.44 | 5.28 | .415 | .5346 | Item 19, page 15 |
| 94 | 5.28 | 4.83 | 2.475 | .1311* | Item 20, page 16 |
| 95 | 5.28 | 4.94 | 1.417 | .2492 | Item 21, page 16 |
| 96 | 5.17 | 5.28 | .386 | .5488 | Item 22, page 16 |
| 97 | 4.94 | 4.72 | .486 | .5016 | Item 23, page 16 |
| 98 | 4.56 | 4.78 | .519 | .5126 | Item 24, page 16 |
| 99 | 2.11 | 2.39 | .596 | .5435 | Item 25, page 16 |
| 00 | 4.67 | 4.39 | .383 | .5504 | Item 26, page 16 |
| 01 | 4.78 | 4.89 | .274 | .6128 | Item 27, page 16 |
| 02 | 5.17 | 5.22 | .029 | .8617 | Item 28, page 16 |
| 03 | 4.11 | 4.67 | 2.911 | .1030** | Item 29, page 17 |
| 04 | 4.56 | 4.83 | 1.093 | .3114 | Item 30, page 17 |
| 05 | 4.39 | 4.50 | .136 | .7171 | Item 31, page 17 |
| 06 | 4.11 | 4.33 | .716 | .5861 | Item 32, page 17 |
| 07 | 3.72 | 3.94 | .519 | .5126 | Item 33, page 17 |
| 08 | 4.39 | 4.50 | .212 | .6546 | Item 34, page 17 |

| ariable | Pretest Mean | Posttest Mean | F-Ratio | Probability | Variable Description |
|---|---|---|---|---|---|
| 109 | 4.56 | 3.39 | .459 | .5134 | Item 35, page 17 |
| 110 | 2.78 | 2.28 | 3.400 | .0796** | Item 36, page 17 |
| 111 | 4.50 | 4.72 | .883 | .6369 | Item 37, page 17 |
| 112 | 4.17 | 3.78 | 2.077 | .1648* | Item 38, page 17 |
| 113 | 3.44 | 3.83 | .920 | .6470 | Item 39, page 17 |
| 114 | 3.78 | 3.78 | 0. | 1.0000 | Item 40, page 18 |
| 115 | 4.83 | 5.17 | 1.889 | .1846* | Item 41, page 18 |
| 116 | 4.33 | 3.89 | 2.957 | .1005** | Item 42, page 18 |
| 117 | 4.67 | 4.67 | 0. | 1.0000 | Item 43, page 18 |
| 118 | 5.11 | 5.00 | .386 | .5488 | Item 44, page 18 |
| 119 | 5.44 | 5.44 | 0. | 1.0000 | Item 45, page 18 |
| 120 | 5.11 | 4.83 | .747 | .5963 | Item 46, page 18 |
| 121 | 2.94 | 2.83 | .274 | .6128 | Item 47, page 18 |
| 122 | 5.11 | 4.89 | .791 | .6100 | Item 48, page 18 |
| 123 | 5.22 | 5.22 | 0. | 1.0000 | Item 49, page 18 |
| 124 | 4.72 | 4.22 | 3.122 | .0920** | Item 50, page 18 |
| 125 | 217.44 | 218.17 | .015 | .9011 | Sum of 50 items |
| 126 | 15.94 | 13.11 | 1.710 | .2062* | Total of Slightly Agree and Slightly Disagree |

**Note:** For variables 1-72, ** = value of F-Ratio is significant at P = .05 level or less. A single asterisk indicates a significant value between .05 and .10.

On the remaining items, ** = P value is between .00 and .10. A single asterisk indicates a P value between .10 and .20.

Table 2. Pre and Post Comparisons of Average Importance Ratings and Rankings of Ten Geographical Study Areas[1,2]

| Geographical Study Areas | PRETEST<br>Avg. Import. Rating | POSTTEST<br>Avg. Import. Rating |
|---|---|---|
| Landforms | 8.72 (1) | 9.06 (1) |
| Population Numbers | 7.83 (2) | 7.94 (7) |
| Cultural Diffusion | 7.39 (3) | 8.56 (3) |
| Landscape Analysis | 7.22 (4.5) | 8.39 (4) |
| Agricultural Crops | 7.22 (4.5) | 8.33 (5) |
| Areal Differentiation | 6.61 (6) | 8.61 (2) |
| Place Names | 5.89 (7) | 7.50 (9) |
| Sequent Occupance | 5.44 (8.5) | 8.11 (6) |
| Functional Organization | 5.44 (8.5) | 7.94 (8) |
| Foreign Trade | 4.94 (10) | 6.28 (10) |

[1] Ranks are shown in parenthesis.

[2] Ratings were made on a 10 = most important and 0 = least important basis. The most important ranking is coded 1.

Table 3. Pre and Post Comparisons of Average Importance Ratings and Rankings of Twenty-Six (26) "Cultural Factors in Southwest." (Ranks are shown in parentheses.)

| Cultural Factors | PRETEST<br>Avg. Import. Rating | POSTTEST<br>Avg. Import. Rating |
|---|---|---|
| Roman Catholic | 7.72 (1) | 8.06 (2) |
| Mexican-American | 7.67 (2) | 7.66 (6) |
| Conservative | 7.28 (3) | 7.44 (9) |
| Spanish as a Language | 7.00 (4) | 7.72 (4) |
| Open, friendly, outgoing | 6.89 (5) | 9.00 (1) |
| Prideful | 6.61 (6) | 7.67 (5) |
| Poverty | 6.56 (7) | 7.50 (8) |
| Clean | 6.17 (9) | 7.56 (7) |
| Baptist | 6.06 (10) | 6.67 (13.5) |
| Indian dialects | 5.56 (11) | 7.06 (11) |
| Happy, gay | 5.50 (12) | 7.33 (10) |
| Quick, witty, intelligent | 5.17 (13) | 6.83 (12) |
| Wealth | 4.89 (14) | 6.11 (15) |
| Closed, reserved, quiet personality | 4.67 (15.5) | 4.50 (18) |
| Provincial | 4.67 (15.5) | 5.33 (16) |
| Cosmopolitan | 3.83 (17) | 4.67 (17) |
| Liberal | 3.50 (18.5) | 4.28 (19) |
| Dirty | 3.50 (18.5) | 3.17 (24) |
| Chicanos | 3.33 (20) | 6.67 (13.5) |
| Slow, dull, ignorant | 2.78 (21) | 3.44 (23) |
| Shameful | 2.44 (22) | 4.00 (20) |
| Red Power | 2.28 (23.5) | 3.89 (22) |
| Sad, unhappy | 2.28 (23.5) | 2.83 (25) |
| Black Power | 2.00 (25) | 3.94 (21) |
| Agnosticism | 1.89 (26) | 2.61 (26) |

Note: Ratings were made on a 10 = most important and 0 = least important basis. Most important ranking is coded 1.

Table 4. Pre and Post Comparisons of Average Importance Ratings and Rankings of Seventeen (17) "Economic Factors in the Southwest." (Ranks are shown in parentheses.)

| Economic Factors | PRETEST<br>Avg. Import. Rating | POSTTEST<br>Avg. Import. Rating |
|---|---|---|
| Water | 9.33 (1) | 10.00 (1) |
| Grazing | 8.50 (2.5) | 8.50 (6.5) |
| Irrigation | 8.50 (2.5) | 8.67 (5) |
| Natural Gas | 8.39 (4) | 8.39 (8) |
| Petroleum | 8.22 (5) | 9.11 (2) |
| Tourism-Recreation | 8.06 (6) | 8.72 (3.5) |
| Military Bases | 7.89 (7) | 7.89 (10) |
| Grass | 7.50 (8) | 8.50 (6.5) |
| Soil | 7.00 (9) | 8.22 (9) |
| Copper | 6.89 (10) | 8.72 (3.5) |
| Manufacturing | 6.78 (11) | 7.67 (11) |
| Sand, gravel, clay | 5.56 (12) | 7.06 (12) |
| Hardwoods | 5.33 (13) | 4.67 (15) |
| Softwoods, etc. | 5.11 (14) | 6.67 (13) |
| Iron | 3.22 (15) | 4.06 (16) |
| Coal | 2.94 (16) | 5.11 (14) |
| Air Pollution | 2.50 (17) | 3.56 (17) |

Note: Ratings were made on a 10 = most important and 0 = least important basis. Most important ranking is coded 1.

Table 5. Comparisons of Pre and Post Geography Content Tests, showing for each scale the number of items in the scale, the pretest mean, the posttest mean, and the P level.

| Name of Test | | Pretest | Posttest | |
|---|---|---|---|---|
| Name of Test | No. Items | Mean | Mean | P |
| 1. History of the Southwest | 20 | 10.28 | 13.00 | .001 |
| 2. General History of S.W. | 8 | 4.17 | 4.72 | .19 |
| 3. Locate S.W. Features | 20 | 11.83 | 14.22 | .001 |
| 4. Map Reading | 13 | 6.44 | 7.17 | .20 |
| 5. Topographic Map Reading (Map and Photo Reading) | 6 | 2.67 | 3.33 | .06 |
| 6. Geographic Terms and Facts | 10 | 4.67 | 6.94 | .0001 |
| 7. Sum: 4, 5, 6 | 29 | 13.78 | 17.44 | .001 |
| 8. Sum: 5, 6 | 16 | 7.33 | 10.56 | .0002 |
| 9. Sum: 4, 6 | 23 | 11.11 | 14.06 | .002 |

Note: P = probability value than F-Ratio (not shown) between two means arose by chance. For Test 1 above, there is only 1 chance in a 1000 that a significant difference between two means as for Test 1 could have occurred by chance. Thus, we can be very reasonably sure that the difference found between the two means was not due to chance factors.

Table 6. Listing of items which showed significant differences between pre and post testings in regard to various social attitudes. (In Table 1, the items discussed here correspond to variables 73-124).

Item 7 (Variable 81): Close family ties are more common among Mexican-American and Indian Students than Anglo students generally. (Institute members agreed more highly with this item after posttest.)

Item 8 (Variable 82): Lower social class individuals are, because of economic necessity, compelled to rely upon the support and approval of friends, relatives, and neighbors. (Institute members changed to indicate high agreement with this item.)

Item 13 (Variable 87): The "Culture of Poverty" characteristics are less important than ethnic characteristics in understanding the Mexican and Indian students. (Members increased their disagreement with this item.)

Item 14 (Variable 88): Ethnic characteristics are usually "true" racial differences rather than the results of poverty conditions. (Members increased their disagreement with this item.)

Item 17 (Variable 91): Both race social class and ethnicity are important in understanding Mexican and Indian pupils and in encouraging their academic and vocational interests and achievements. (Slightly less agreement with this item after posttest.)

Item 20 (Variable 94): Teaching Anglo students about the heritage, both physical and cultural, of the Indians and Mexicans within a region will promote good will, understanding, and acceptance of the Mexican and Indian student by the Anglo student. (Less agreement with this item over time.)

Item 29 (Variable 103): Institutes in geography are vital because college level trainers of teachers often have little or no background in geography. (Members expressed greater agreement with this item over time.)

Item 36 (Variable 110): Mexican and Indian students usually employ special mechanisms for gaining attention, such as tattling, or excessive talking to other students. (Greater disagreement with this item on posttest than pretest.)

Item 38 (Variable 112): When Mexican and Indian students are corrected by the teacher, they usually are very embarrassed or accept the correction without reactions. (Item dropped in agreement level from pretest to posttest.)

Item 41 (Variable 115): What is right and good at one time and place may not be right and good for all times and places. (Greater agreement with this item indicated over time.)

Item 42 (Variable 116): Questions of values and morals should be taken out of their traditional supernatural setting and put in a naturalistic setting. (Item dropped in agreement level.)

Item 50 (Variable 124): The traditional moral standards of our culture should not be accepted; they should be examined and tested in solving the present problems of students. (Item decreased in agreement from Agree to Slightly Agree.)

## OU EPDA GEOGRAPHY INSTITUTE

## EVALUATION

## PRETEST VS. POSTTEST

**Table 7. Pretest vs. posttest comparisons on ten (10) items dealing with characteristic descriptors of the Southwest.**

**Item No. 1:** The American Southwest embraces which combination of States: (1) Oklahoma, Texas, New Mexico; (2) California, Arizona, New Mexico, Texas, Oklahoma; (3) California, Nevada, Utah, Arizona, New Mexico, Colorado, Oklahoma, Texas; (4) Arizona, New Mexico.

| Alternatives | Pretest % Choosing | Posttest % Choosing |
|---|---|---|
| (1) | 8 | 8 |
| (2) | 52 | 72 |
| (3) | 36 | 20 |
| (4) | 4 | 0 |

**Item No. 2:** The Southwest is: (1) homogeneous in its physical character; (2) varied in landforms, but climatically homogeneous; (3) mostly devoid of vegetation; (4) transitional in climate, vegetation and landforms.

| Alternatives | Pretest % Choosing | Posttest % Choosing |
|---|---|---|
| (1) | 0 | 0 |
| (2) | 32 | 16 |
| (3) | 4 | 0 |
| (4) | 64 | 84 |

**Item No. 3:** The human population of the Southwest: (1) is economically deprived; (2) is culturally homogeneous; (3) is composed of older age groups; (4) is relatively sparse and unevenly distributed.

| Alternatives | Pretest % Choosing | Posttest % Choosing |
|---|---|---|
| (1) | 0 | 0 |
| (2) | 4 | 4 |
| (3) | 4 | 0 |
| (4) | 92 | 96 |

**Item No. 4:** Which of the following is most typical of the Southwest: (1) cowboy; (2) soldier; (3) merchant; (4) tourist.

| Alternatives | Pretest % Choosing | Posttest % Choosing |
|---|---|---|
| (1) | 52 | 44 |
| (2) | 4 | 0 |
| (3) | 20 | 8 |
| (4) | 24 | 48 |

Item No. 5: Which of the following is most typical of the Southwest: (1) red; (2) brown; (3) green; (4) blue.

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 8 | 16 |
| (2) | 88 | 64 |
| (3) | 0 | 0 |
| (4) | 4 | 20 |

Item No. 6: Which of the following is most typical of the Southwest: (1) cattle; (2) sheep; (3) horse; (4) burro

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 68 | 84 |
| (2) | 20 | 16 |
| (3) | 8 | 0 |
| (4) | 4 | 0 |

Item No. 7: Which of the following is most typical of the Southwest: (1) hot; (2) warm; (3) cool; (4) cold

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 64 | 72 |
| (2) | 32 | 28 |
| (3) | 4 | 0 |
| (4) | 0 | 0 |

Item No. 8: Which of the following is most typical of the Southwest: (1) plains; (2) mountains; (3) mesas and buttes; (4) canyons.

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 24 | 12 |
| (2) | 12 | 4 |
| (3) | 64 | 84 |
| (4) | 0 | 0 |

Item No. 9: Which of the following is most typical of the Southwest: (1) desert; (2) forest; (3) grasslands; (4) crops.

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 68 | 48 |
| (2) | 0 | 4 |
| (3) | 24 | 48 |
| (4) | 8 | 0 |

Item No. 10: Which of the following is most typical of the Southwest: (1) sedan; (2) pickup (3) station wagon; (4) jeep (4-wheel drive vehicle)

| Alternatives | % Pretest Choosing | % Posttest Choosing |
|---|---|---|
| (1) | 12 | 16 |
| (2) | 84 | 84 |
| (3) | 0 | 0 |

# REPORT OF VISIT

**Physical Setting** The physical setting for the Institute was very satisfactory and well arranged. The access to equipment and instructional media was excellent as well as facilities being available for work by many groups of various sizes. The participants felt that they had "a home" that they could work in and identify with as they proceeded through the eight weeks of the program. There is nothing specific I would recommend in addition to the general amount and arrangement of space and in the accessibility of equipment.

**Staff** The staff was very dedicated in their approach to this program and in their working with each other. I suspect the major strength of this Institute was the way in which the staff worked together. The attitude they had toward each other and the respect shown one another made all feel free to be involved in good personal relationships. An institute can rise or fall based upon the interpersonal relationships of the staff and with the staff and participants working together. This most important atmosphere of cooperation was present and strengthened the program. However, there was need on the staff for people who had a more detailed knowledge of the geography of the southwest as related to the focus of the Institute. An historical geographer of the southwest would have been a major help in the program. Lectures in anthropology focused on the southwest would have helped also.

**Materials** A sincere attempt was made to have a variety of learning materials available to the participants. However, as to be expected, there were more materials on Oklahoma than on any of the other states or areas of the southwest. There was a real need for more materials on the various ethnic groups within the southwest including their historical background, anthropological context, etc. The problems of teaching different ethnic groups were not emphasized by the types of materials that were available or were required. A highpoint on this issue was the material supplied by the visitor from Albuquerque. The material that was required and discussed was excellent in its quality, but there appeared to be difficulty in relating it to the specific problems of the southwest. The materials on physical geography such as weather, climate, soils, landforms, etc., was sound and it was excellent, but it was more as a portion of a general geography survey, rather than a specific relating of those aspects of physical geography to the unique focus of the Institute. I daresay very few materials exist that are that specifically focused and this made the problems of the staff even greater. Even the elements of geography were too sweeping and were possibly not related sufficiently to specific examples of the southwest.

In the materials, it would have been helpful if curriculum guides and units from schools that teach ethnic groups could have been available. This would fit in with using the experiences of the participants who have worked in some of the schools that were mentioned. In the presentation of the geographic material, it might have been more helpful if basic concepts in geography were made more clear to the participants so that they might relate these to teaching strategies in working with ethnic groups. The translation of the material learned in geography is the major long-term value of an institute such as this. The materials presented by the participants varied in the specific translation to teaching situations that the participants will face.

**Methods** Some concern was shown that there should have been more definite work done on how geography can link with the teaching problems of the type of students the Institute involved. Possibly more group discussions and more involvement of participants on that type of approach could have been helpful. The participants might have been a rich source of material and experience if they had shared more of the problems they have had in teaching ethnic groups and thus had the staff relate these problems to the field of geography. The staff was available for working with the students both day and night and were quite flexible in their approach.

**Field Work** The field experience seemed to have been very valuable and was a major cohesive force for the Institute. However, it might have been better to spend more time in fewer places with more indepth work in selected places, rather than covering such a wide area in the time they did.

**Schedule** The schedule was not overloaded as was done in so many early institutes where nearly every hour of the day was scheduled. There was ample opportunity for contemplation and individual work as well as discussions. The balance between organized presentations and individual work opportunities seemed to be good.

**Content** The development of skills in the use of certain geographic materials seemed to have been programed and followed through in an excellent fashion. The methodology of geography was also examined, especially in the earlier part of the institute, and appears to have been done in the proper amount. In other words, certain skills and techniques and philosophy of the field were brought in properly and it appears at the right time. However, the basic concepts of geography did not specifically relate to the region and to the specific problems of the region as much as they might have. It might be best in the future that the basic elements of economic geography or historical geography, rather than physical geography, be the frame of reference for looking at the problems of teaching ethnic groups in the southwest. By using historical geography a more interdisciplinary approach might be possible. Tying in with this would be the addition to the staff of an historical geographer who could relate to the region and show the problems of ethnic groups.

Summary:

I. In my opinion, this Institute was a success in what it attempted to do mainly because of the attitude and flexibility of the excellent staff that directed this Institute.

II. The facilities were excellent and the materials required were pertinent to the task.

III. The schedule was prepared in a way that was sufficiently flexible allowing for a variety of activities.

IV. The geography content needed to be more specifically related to the southwest and to the problems of ethnic groups in their school situations.

V. The staff could have gained from having an historical geographer and/or anthropologist who specialized in the southwest region and in the ethnic groups involved.

VI. The experiences of the participants could have been used more and related to the program.

VII. The geography that was presented was excellent in quality and covered the field in a proper way, yet it could have been made more specific to the southwest in particular.